THIS REPRESENTS THE TITLE

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The Transition from School to Work of Intending Apprentices And Current Carpentry, Joinery, and Hairdressing Apprentices.

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ABSTRACT.

A study was made of the transition from school to work of intending apprentices and current apprentices. Thirty male and five female secondary school pupils, 153 male Joiners and Carpenters, and 129 female Hairdressers comprised the final group from whom completed questionnaires were obtained at school and at a Technical Institute.

Major categories of topics covered in the questionnaires included school, reasons for career choice, influence of others in career choice, the apprenticeship, current employment, and Technical Institute courses.

Most subjects expected (or found) work to be better than school, felt a real interest in the actual work was the most important reason for choosing a career, made an occupational choice through interest in the job, and felt themselves to have been the greatest influence in making the choice, thus supporting Tenen (1947),Jahoda (1949),Morse and Weiss (1955), Carter (1966), Maizels (1970), Keys (1926), Powel and Bloom (1962), and McEwan (1972).

Career choice for most was made over a year before leaving school. The school had little influence in career choice, although female apprentices had relied on careers and guidance counsellors as their prime information source. Females tended to enter the apprenticeship through their own initiative while males did so through their parents' help.

A need was evident for more frequent, comprehensive, and relevant pre-apprenticeship information, covering both positive and negative aspects of apprenticeships including such basic points as working conditions, study requirements, length of apprenticeship.

More frequent checks on employers was also requested, particularly by hairdressers, to ensure correct and adequate training is being given and observance made of regulations governing meal and tea breaks.

Finally, a comparison with other studies was followed by suggested improvements to the apprenticeship system.

CHAPTER I

INTRODUCTION.

The transition from school to work has been the subject of much overseas research this century. Although New Zealand studies in this field date from as early as Keys (1926), very little related research has been accomplished over the intervening years.

The Vocational Guidance Service and the New Labour Department are aware of the urgent need to further investigate occupational trends here, in the face of the increasing absolute numbers of young people, the increasing length and specialisation of education, and the changing and fluctuating state of both the economy and the labour market (Newby, 1976).

The rationale for choosing female Hairdressers and male Carpenters was simply that hairdressing is the occupation in which the greatest numbers of females are apprenticed, and carpentry is one of the areas in which the largest numbers of male apprentices are found. Both occupations have suffered drops in intake over recent years, carpentry being particularly affected by the economic climate.

The intention of this study was to indicate some of the areas in which potential and current apprentices had inadequate knowledge and unrealistic expectations of their proposed occupations prior to starting work, what influenced them in undertaking an apprenticeship, and suggestions for improvements in the apprenticeship system.

The literature review opens (in chapter two) with a general overview of theories of career development, encompassing such writers as Ginzberg, Roe, Super, Musgrave, and Roberts. Chapter three covers material relating more specifically to the transition from school to work, in particular the influence of family, peers and teachers, sex differences and reasons for leaving school.

Turning to New Zealand, chapter four examines occupational research from 1926, while chapter five reviews apprenticeship systems both here and overseas.

Chapter six examines the New Zealand situation, women in apprenticeships, and changes in training, apprenticeship intakes, and findings of the 1977 National Apprenticeship Conference.

The review closes with chapter seven in which suggestions for pre-apprenticeship training are made from New Zealand abroad. A summary of the review follows.

Chapter eight outlines the method used in the study, covering such facets as questionnaire design, rationale for selection of questions, principles and implementation of pilot studies, and bias. Following a flow diagram of procedures is a full explanation of these.

Chapter nine covers the results and discussion combined. Part one indicates the specific statistical analyses used for treatment of the results. Part two concerns the apprenticeship study and systematically summarises thevariables investigated. Relevant tables are included, and a discussion of results. The school study is covered similarly in part three. In part four (General Discussion), a comparison is made between the apprenticeship and school studies, and between these and other studies. Part five comprises the conclusions and recommendations for specific areas of attention in careers guidance, pre-employment programmes, and on-the-job practices.

References and the Appendix conclude the thesis.

CHAPTER II

THEORIES OF CAREER DEVELOPMENT - A GENERAL OVERVIEW.

Research on career development has provided only fragmented information on the means by which young people enter occupations. From the resultant theories we obtain an incomplete, sometimes conflicting account of the manner in which occupational positions and roles are taken up. Osipow (1968) classified existing theories of career develop-ment into four categories: trait-factor, sociological, self-concept, and personality-in-career, each with its own contribution to make. All need to be combined in order to provide a base for practically-orientated guidance work.

In contrast, Ginzberg, Ginsburg, Axelrad and Herma (1951) concluded that occupational choice is essentially a developmental phenomenon, an irreversible process occurring in clearly marked stages throughout a person's life. Through a series of compromises between desire and reality of the situation, an individual progresses from the fantasy stage of occupational choice, through the tentative, to the realistic stage. The prime emphasis was on the individual's growing awareness of his own interests and capacities. This theory has the merit of providing a plausible framework of information about various aspects of entry into an occupation.

Roberts (1968) noted that the utility of this theory lay in suggesting relationships between ambitions and their determinants, jobs entered, and people's feelings about their work. Along similar lines were several studies by O'Hara and Tiedeman (1959). Although mixed, findings indicated that some compromise does occur between occupation-al wishes and reality. Identification of the stages, their nature, order, and time of occurance were not confirmed. Tiedeman and O'Hara (1963) indicated that there is no smooth orderly progression between stages in occupational decision-making, and that progress can be upset, reversed, or backtracked.

Roe (1957) maintained that early childhood experience influences occupational choice. Based on Maslow's hierarchy of needs, her theory claimed the degree of motivation for

attainment of vocational goals is determined by the strength of the needs structure, influenced by factors governing early experiences. Roe's work, while highlighting some factors which may influence vocational choice, is seen to lack validity and again offers no suggestions of techniques or procedures that could be used in vocational counselling.

Research similar to Roe's was carried out by Grigg (1959), Hagen (1960) and Crites (1962), highlighting the problem of adequate instrumentation to measure and identify the personality factors. Carter (1966) cites Veness (1962) who adopted Riesman's 1950 terminology of people who are "tradition directed," "inner-directed," and "other-directed" in job choice. Amongst the tradition-directed, choice is predetermined by family or neighbour-hood tradition, a process more likely to occur in traditional than in modern industrial societies. Job choice of inner-directed people is related to their own talents and interests, while other-directed make their choice through reference to outside sources such as teachers or careers advisors. Again, this division into distinct groups seems artificial, over-simplifying the nature and process of job choice.

Super (1963) advanced the idea of an individual striving to implement his selfconcept by entering the occupation most likely to allow him to achieve self-expression. Super, as did Ginzberg, worked from the premises of developmental psychology. However, he did not consider that ambitions are firmly crystallised at the point of initial entry to employment, or that career development always involves merely implementing a previously conceived ambition. Rather, he hypothesised that early in employment, young people's ambitions are both directing and being modified by their own work experience, until the two finally come into harmony with each other. A sense of achievement and self-fulfillment would thus result from the individual settling down in this "satisfying" occupation. Super's prime emphasis seemed to be the role of the individual's social environment in structuring the conception of one's own interests, abilities, and capacities. However, he

tended to avoid considering factors such as lack of information, the state of the job market, etc., which later writers suggest accounts for a good deal of occupational choice.

Holland (1966) developed the theory that career choices are an extension of personality resulting in behaviour styles expected in one's work. A developmental hierarchy of occupational choice was proposed, encompassing adjustment to work environment, lifestyles, and relationships within one's environment. Like Roe's work, Holland's theory provided some material on the use of occupational classifications for orientation to work. A weakness lies in its failure to acknowledge that both individuals and environments can change, or to explain the role of personality development in vocational choice.

The sociological theory of occupational choice, proposed by Musgrave (1967), drew fire from various quarters. His thesis, based on socialisation of the child, claimed that a child must build up a role map of his society in order to locate occupational names on it and know the role prescriptions associated with those names. During childhood, roles available to the child (and hence choice of occupation) are narrowed by his experiences with family, school, and peer group. Gradually realising the roles available to him, the child's preference becomes choice at the time of entry to the labour force, although this choice is constrained by local job opportunities.

Coulson, Keil, Riddell, and Struthers (1967) were critical of Musgrave's approach, claiming that he assumed an overall culture applied to everyone, influencing life paths in a predetermined pattern. Musgrave, they argued, gave an inadequate analysis of existing research, and compounded his failure to provide a theoretical basis for a sociology of occupational choice. In reply, Musgrave contended that his analysis of the way in which people learn economic roles and occupational preferences as they are socialised, and an examination of the manner in which preference becomes choice, was "the most worthwhile method of seeking a sociological explanation of occupational choice." (p.96)

Blau, Gustad, and Jessor (1968) noted that the process of occupational choice was restricted by the individual's lack of knowledge about existing opportunities, and that job entry did not necessarily result from deliberate comparison of alternatives. Various factors determine occupational entry, such as the number of vacancies existing at any one time, required technical qualifications, non-functional requirements (e.g: appearance), rewards and employment conditions, attractiveness of rewards, etc.

Building on the framework of developmental theories offered by Ginzberg and Super, researchers and theorists have been gradually developing more complex models of occupational choice, in a growing recognition of the divergence of choice processes. Robert's model is an example of this latter development. Writing in 1968, he described a 1965 study in which he was unable to confirm any of his hypotheses based on Ginzberg's and Super's theor-ies. He proposed an alternative theory of the opportunity-structure model, in which occupational opportunities open to any school-leaver are structured by many factors, the most important being educational attainment and the subsequent freedom of occupational choice. Of importance, too, is the type of home and its contacts within various areas of employment, and the limits of one's access to job information. Ambitions, said Roberts, readily adapt to available occupations.

Evolving from previous developmental theories, careers guidance took the role of nondirective support in deepening clients' selfawareness and knowledge of the world. Roberts (1977) strongly criticised such trends, claiming that developmental theories are both false and inconsistent with known facts, and that careers prescriptions based upon them may be harmful. Varga (1973) had expressed a similar view, noting that occupational floundering may be aggravated by overemphasising the factor of job interest and avoiding such factors as basic skill requirements, nature of the labour market, and required personal and social characteristics.

In countries where the relative desirability of

different occupations is socially structured, trying to solve the problem of an individual's occupational choice "only mystifies the blunt facts of the situation." (Roberts, 1977, p.3). Social class differences can and do inhibit scope for occupational choice, and thus limit the influence that careers guidance might exert. Guidance, according to Roberts, must become a matter of assisting individuals within the opportunity structures to which they have access, no amount of guidance being able to change the current realities of work in an industrial society. Personal enrichment at work is <u>not</u> available for all, and should not be presented as though it were.

His solution is for guidance to concentrate upon helping people to face the practical problems of working life, specifically by providing information on the jobs actually open to them, and where they may be found. Roberts concludes that developmental theories tend to over-estimate the importance and scope of the individual's range of occupational choices, consequently encouraging the adoption of unrealistic aims and resulting in failure to direct guidance resources to areas of greatest need. Overall, Roberts' approach has a practicality that appeals, although one might be wary of his assumption that ambitions "readily" adapt to available occupations. A further criticism is that Roberts' statements may be misconstrued as an attempt at socially engineering manual and white-collar workers into predetermined positions.

CHAPTER III

TRANSITION FROM SCHOOL TO WORK.

Maizels (1970) wrote of the "transitional years", in which young people proceed through a series of stages and decisions each entailing implications for the next, from the fulltime formal education system to fulltime employment. Mihalka (1974), Jepsen (1975), and Osipow (1976) agree with the suggestion that transition occurs over a period of years.

"The transition from school to work, although it occurs at an identifiable point in time, is best looked upon not so much as a chronologically limited event, but rather as one aspect of a continuing process of coming to terms with reality that precedes by many years the act of leaving school and probably continues for many years when school days are over."

(Hill, 1969, p.76.)

Overseas research on the transition from school to work is extensive, but has concentrated almost exclusively on male subjects, females tending to be excluded on the supposition that their employment will be merely a temp - orary interlude before marriage. (Psathas, 1968).

Although writers generally agree that the approaching entry to the world of work gradually becomes more emotion - ally tinged, some disagreement exists on whether or not the transition from school to work is a stressful period. (Keys, 1926; Hill, 1969; Maizels, 1970; Mihalka, 1974; Noble, 1975; Saunders, 1976.) Much of the conflict derives from definitions and degrees of what is "stressful". Hill (1969) noted that from about fourteen years onwards, school pupils are faced with increasing pressure to make a career choice, and to decide whether or not to stay on at school. The imminence of work becomes increasingly real, while the consciousness of having to make a choice leads to more anxiety.

Maizels (1970) agreed, noting that each stage of transition has its problems, compounded to some extent by

the coincidence of the change from school to work with the adolescent growth and adjustment period. Similarly, Saunders (1976) called for greater support for youth to smooth the transition. Mihalka (1974) referred to the stress of "work shock" through lack of previous work experience, echoing Harris's (1928) claims that stress could be eliminated if youngsters were helped to find the work they like, after undergoing some work experience during school hours.

I FAMILY, PEERS, TEACHERS, AND OTHER INFLUENCES.

Although disagreeing on the extent to which one group has more influence than another over entry into the working world, studies generally indicate that the immediate family has a greater influence than peers or teachers. (Jahoda, 1949; Caplow, 1954; Keeling, 1962; Carter, 1966; Hill, 1969: Baldock, 1971; Swift, 1973; Glass, 1975; Meade, 1975; Esslinger, 1976.) While Swift (1973) found that for secondary modern school boys the father's job was a major influence on the type of work a youngster entered, Esslinger (1976) observed that for girls, mothers were the most influential concerning educational preferences and choices, and subsequent occupational entry, with friends being more influential than siblings, and teachers having greater influence than counsellors. As well as noting the prime influence of the mother, Esslinger's subjects considered that the four most helpful sources of occupational information were workers, father, mother, and friends. In contrast, Sykes (1953) found relatives and friends forming only two percent of subjects' information sources.

Hereford (1957) found the influence of only the father to be important, a finding supported by Maizels (1970). Both agreed that the schools and teachers had very little influence on their subjects' occupational choices. 60percent of Maizel's subjects stated they themselves were most influential in making up their minds about occupational entry. Similarly Powel and Bloom's (1962) study found most high school pupils did not acknowledge the influence of others in occupational entry. Further corroborative

evidence is provided by Harris (1928), Mihalka (1974), Meade (1975), and Saunders (1976). Saunders noted that younger, less-educated males tend to rely on informal channels (friends, relatives, class teachers) for occupational information; with increasing education, there tended to be a rise in the use of formal techniques of gaining information, especially school employment services. The assumption that successful job seekers have friends or relatives who direct them to 'good' jobs, he said, does not accurately describe what seems to occur. Rather, these people are not totally dependent on informal channels, but make use of a wider range of influences and information - seeking techniques; in contrast, the less educated tend to use relatives and friends by default.

II SEX DIFFERENCES.

Sex differences are seen to influence occupational entry and the transition from school to work. However, as studies involving females are relatively few, it is unwise to draw many firm conclusions from the data. Because of historical emphases in socialisation, many jobs have been - and still are - seen in terms of sex roles. (Tully, 1976, defines a sextyped occupation as one in which 60 percent or more of the role encumbents are of one sex.) While males have traditionally entered more challenging and physically demanding jobs, females have been concentrated in a small group of occupations, usually connected with children, health, house, shop work, and clerical duties. (Briggs, 1974; Tully 1976.)

Butcher and Pont (1968) noted marked sex differences in liking for careers, evident as early as thirteen years of age. Their male subjects showed a strong inclination toward scientific careers, especially engineering, while the females were more interested in careers concerned with people. This was supported by Esslinger (1976) who found a high prop - ortion of females enrolled in traditionally female-oriented business, health, and home economics courses, although Tully (1976) found the aspirations of males were more

sextyped than those of females.

In choice of job, girls are more likely than boys to have decided on an occupation without help, (Maizels, 1970) using parents as the chief information source and relying on their own initiative to get jobs. Maizels also found that reasons for changes of employment amongst girls were more frequently influenced by their reactions to people and to the atmosphere of the work environment, than by considerations of pay or the job itself. In contrast, boys left through dislike of the job, pay, employers, coworkers, and the wish to try for a better job.

Females tend to have low job aspirations and expectations of job entry, according to several studies, though once again findings vary. In Australia, Ogilvy (1975) and Meade (1975) noted that the norms in society relating to the role of females were reflected in the relatively low educational aspirations and subsequent achievement of girls. Similarly, Esslinger (1976) found 52 percent of his North American subjects planned to marry within three years of leaving school; Tulley (1976) also noted that females' aspirations to lowerpaid, lower prestige occupations than males is probably related to the adolescent female's perceived option to marry and not work.

New Zealand research indicates similar trends to those noted above and will be dealt with in a later section.

III REASONS FOR LEAVING SCHOOL.

Although some students leave school to enter jobs which represent their considered choice (Keys, 1926; Hill, 1969; Maizels, 1970; Jepsen, 1975) evidence suggests most occupational entry is a matter of chance, accident, or lack of alternatives, with a further lack of long or short-term planning. Harris (1928), Mihalka (1974), and Ashton (1973) found most subjects who left school early did so for social, emotional, and economic freedoms.

Some writers suggest that extended education delays entry into the world of work, and may lead to immature attitudes to work and responsibility, with subsequent problems of adjustment. (Hill, 1969; Mihalka, 1974;

Osipow, 1976.) Hill added that some pupils may voluntarily stay at school to postpone the crisis of entering work, through an inability to integrate the fantasies and realities of work. Osipow notes Kelso's (1975) finding that there seems to be more realism about work inthose intending to leave early.

Other writers suggest that too many students leave school without any orientation or preparation, or with inadequate knowledge of job demands. While some students assume that only an interest in an occupation is essential for success, others may take a job as they don't know what else to do, while having little idea of the skills required and tasks involved. Varga (1973) attacked the role of vocation -al education, claiming that counsellors may overemphasise the factor of interest. Sherlock and Cohen (1968) suggested entry to un - or semi-skilled occupations may result from an adventitious (non-rational, spontaneous, situational) approach to occupational entry, while a purposive approach characterises entry to skilled and professional occupations. Perhaps oversimplified, this theory fails to acknowledge local conditions such as the job market.

The lack or job goals amongst many young people may lead to high rates of job turnover. This view was expressed by Keys (1926) Harris (1928), Blau et al (1956), Carter (1962), Powel and Bloom (1962), Hill (1969), Maizels (1970), Hayes (1970), Varga (1973), Mihalka (1974), Ashton and Field (1975), Lunneborg (1975), Noble (1975), and Saunders (1976). Like Esslinger (1976), most of these writers agreed that fantasies about work, and unrealistically high expect - ations, seem to be major factors in disillusionment with work, subsequent failure or boredom, and departure.

Perhaps contributing to the phenomenon of unrealistically high expectations is the general eagerness in pupils ending their schooling, to be free from the strictures of rules and teachers. Despite some uncertainty, work, it is hoped, will be better, than school, especially as one will gain the status of 'adult' (Tenen, 1947; Jahoda, 1949; Morse and Weiss, 1955; Carter, 1962; Maizels 1970.)

CHAPTER IV

OCCUPATIONAL RESEARCH IN NEW ZEALAND

Despite widespread overseas study of occupational choice and the transition from school to work, little such investigation has been carried out in New Zealand. Local studies date from 1926 (Keys), with further research scattered over the intervening years.

Keys echoed the prevalent view that a career was for life, employees having but to find the niche for which they were "naturally best fitted" (p.16.). Lack of correct guid - ance would result in a boy (no mention of girls here) drifting aimlessly through school and into the industrial world, ignorant of its demands and of his own ability to grasp opportunities which might arise. Despite design faults in this study it is worth noting the general trend of Keys' findings. In 1926, three out of four New Zealand children aged between fourteen to sixteen years (males only, presumably) were under no educational care, but were enter- ing industries which were increasingly in need of specialised education. Even at this early stage it was acknowledged that transition is a time of stress, and that unemployment, blind alley occupations, and failure to find work adapted to one's abilities, was likely to result in a rapid increase in delinquency. Keys' research indicated a serious lack in the preparation of young New Zealand males for working life. The greatest proportion of school boys studied gave as the reason for their chosen future occupation simply that they had taken a fancy to the work. Very few showed evidence of having clear and definite vocational plans based on know - lege of the required training or job prospects.

Keys' work is perhaps more interesting for its colour and its attempt to break new ground in New Zealand research than as a soundly-based survey. Keys acknowledged arranging the questions in his samples of 632 and 400 boys respect - ively, so that much of the information could be obtained by "reading between the lines". (p.74)

Harris (1928) concluded that if youngsters are helped to find the work they like, the transition from school to work is not stressful. Similar to Keys and later writers, Harris found unrealistically high expectations in boys about to leave school, many children being inadequately prepared for, or informed of, the type of job they were to enter. Social, emotional, and economic freedom were frequent reasons for leaving school early, with school playing a minor role in job ambitions. Sixty percent of Harris's " Sample Hundred" of primary school leavers wished to follow their father's occupation, compared with only 16 percent of Keys' sample. Baldock (1971) found 25 percent of her subjects in the same job type as their fathers.

Harris also examined employers' attitudes toward employing apprentices, discovering complaints which may still be heard today. Employers, he found, did not like the responsibility for training apprentices. The trainers' wages being expensive and with so much of their time being spent in training rather than in completing the job, employers found the exercise too costly. If business was slack, it was difficult to find work for their apprentices, or to train them properly. It was deemed preferable not to train boys who might become unemployed at the end of such training.

Apprentices also expressed dissatisfaction with the apprenticeship system, and many left before completing their training, citing employer disinterest as the reason.

La Trobe, Keys and Kirk (1939) investigated apprent - iceships in the electrical and plumbing trades in Wellington and Christchurch. Although the Apprentices Act of 1923 allowed an Apprenticeship Committee to order attendance of apprentices in a given trade and locality at classes provided by a technical school or by the employers, attendance at classes was usually voluntary. La Trobe et al found the power of this act remained virtually dormant, primarily as employer-owners of small industries, generally employing apprentices for immediate business reasons, couldn't afford to allow time for technical classes. Block courses lasting between two weeks to six months existed, but were said to result in apprentices failing to settle properly to

work or to study, the sources of this disruption being loss of wages, lack of continuity in training at both work and classes, continual abrupt changes from work to class and vice versa. Consequently the authors proposed a modification to existing apprenticeship schemes, a change which is still mooted today. An apprentice, they suggested, should be apprenticed to a trade (or to the Apprenticeship Committee) and not to a single employer. Apprentices could then move amongst employers in different branches of the trade, while the Registrar of Apprentices would be responsible for their training during slack periods. Several problems would need to be resolved, namely the need to draw up a training scheme, to investigate types of work provided by each firm, to estimate the number of apprentices required year by year, and to organise a satisfactory system of circulating the apprentices. The employers were neither impressed nor enthusiastic and the proposal lapsed.

A rare instance of research on attitudes and incentives to work amongst New Zealand women was undertaken by Ruben in 1949. Four small groups of women were studied: Teachers' Training College students (23) Nurses (20), Cardboard Box Factory workers (20) and Clothing Factory workers (30). Ruben found financial motives the strongest single factor inducing the women to seek employment. This motivation encompassed: working to eat, to be financially independent, and to feel secure. Social motives were of the next greatest importance, and three main groups were identified: those who wished to do as others do, those wanting social recognition and esteem, and those younger married women or older married women with grown-up children, who desired activity, social contacts, and prevention of boredom. Younger, unmarried women were reputedly preoccupied with the idea of marriage. Similar to overseas findings, home environment and the amount of schooling did influence job choice, intentions, and ambitions, and feelings of confidence on undertaking certain types of work. It influenced subjects' knowledge of the types of work that existed and for which they could apply.

Keeling (1962) tested Ginzberg's theory of stages of

occupational decision-making, on a sample of New Zealand adolescents, finding that they passed through the various stages quicker than Ginzberg's American sample. From Keeling's findings it appeared that New Zealand children reach the realistic stage of occupational choice at approx - imately fourteen years of age. Environmental pressures were though to be of influence here, in that students with low ability (and therefore most likely to leave school early), were found to be the first to reach the realistic stage of vocational choice.

Baldock (1971, and 1977) conducted a large survey of vocational choice amongst 3,773 New Zealand male High School students in 1967, just before the effects of an economic depression were felt. She noted that students expressed unrealistically high occupational aspirations, in line with overseas findings, but that aspirations were modified and reduced by the realities of educational pre - requisites and availability of employment. Occupational choices made before leaving school showed little correspond- ence with the vocational structure in New Zealand, or with the level of educational attainment reached by New Zealand school leavers. Most students, she found, left school with low educational attainments, to enter low-status occupations. It was suggested that the New Zealand education system, in which most pupils attend schools with strong egalitarian tendencies, may explain the high aspirations of the sample.

Like Croy (1968), Baldock found that occupational aspirations of High School students were affected by their fathers' occupations, as measured by job type and prestige. The association between occupational aspirations and father's job type was stronger for boys than for girls. Convergence of background and aspirations was high for girls only amongst those with parents from professional and administrative backgrounds. A possible reason for this was that many of the limited job choices open to females were termed professional.

McEwan (1972) studied job satisfaction in adolescent male first-year trade apprentices, also examining some factors in the transition from school to work. Most boys

felt they had made up their own minds on what job they would take on leaving school, and had gained employment through their own efforts. Although most found their jobs different to what they had expected, only 15 percent felt unfavourably towards their jobs. Eight-nine percent stated they were working in their most preferred occupation, and that they had decided on their jobs more than six months before leaving school. Sixty percent had the job arranged before leaving school. Responses generally indicated a favourable impression of the boss, the job, and hours worked, etc., but were critical of the help given by the school in finding out about and obtaining employment. The prime source of job information was the employer, with friends, teachers, and parents following. Perhaps of some concern, in the interests of job safety, is the fact that over 25 percent reported having received very little training on starting work.

Overall, McEwan's apprentices indicated enthusiasm for their occupation, with 75 percent planning to make this work their career or with no plans to change at present. To some extent this confirms Swift's (1973) findings that British apprentices from secondary modern schools persisted in their careers, having begun them because of the interest and training offered. However, McEwan contradicted Maizel's 1970 findings that the school was the chief information source for apprentices.

In different vein, Prenter and Stewart (1972) studied educational and vocational aspirations of New Zealand adolescent girls, in relation to achievement and motivation. They found that high intelligence and superior classroom performance related positively to high vocational aspirations, as did high socioeconomic status, confirming Croy (1968) and Baldock (1971). Amongst those of average to below average intelligence, the mother's occupational status particularly affected the girls' vocational plans.

The 1975 Report of the Select Committee on Women's Rights on the role of women in New Zealand society, took a detailed look at women in employment. As in other Western countries, New Zealand has experienced an increase in the numbers of women in the work force, a result of national

economic trends and social changes such as a declining birth rate, later age of marriage and of first birth, etc. However, most of these women are employed in a narrow range of occupations, namely those considered "women's work" and employing a preponderance of females. Disproportionate numbers of women are in unskilled jobs, while few ever reach senior positions in any field. Women hold the greatest proportion of clerical and service jobs in New Zealand. Less than five percent of all apprenticeships in the private sector are held by women, and the overwhelming majority of these are in hairdressing. Large numbers of women are in jobs well below their capacities. Baldock (1977) also noted this clustering of females in a narrow range of occupations.

The Select Committee identified five groups of factors influencing the narrow scope of work entry amongst New Zealand women, namely women's educational and training qualifications, their past and potential service, employers' attitudes, women's own motivation and formal restrictions. They found girls begin restricting their future job possibilities at secondary school, taking courses with little vocational content, or deliberately avoiding subjects such as Mathematics.

Career advancement usually depends heavily on length of service, and with relatively little provision for job protection or paid maternity leave in New Zealand, there is little or no incentive for women to enter permanent career occupations. Loss of seniority and fringe benefits such as superannuation schemes are further disincentives.

Many employers, the Report noted, advance biassed arguments to reject potential female workers in certain areas, echoing the unsubstantiated claims in Briggs' 1974 study. The Select Committee refuted such claims, noting for instance that the turnover rate in jobs is a function of age as well as sex differences and that high turnover amongst females can very often be attributed to the lesser job incentives, rewards, and responsibility offered, and husbands' transfer from the district.

However, not only employers are at fault. New Zealand women themselves tend toward sex-role stereotyping, and fail

to consider the possibilities of entering the so-called 'male' areas. Anon., (1976a) reiterates the view that it is a matter of changing attitudes towards employment of women, attitudes of women themselves, of parents, careers guidance, and of employers and unions.

CHAPTER V.

APPRENTICESHIPS

The essential elements of modern apprenticeship remain much the same today as they were over 100 years ago. Simply put, these are as follows (adapted from Grabe, 1973.)

(1) Productive skills are learnt most effectively in a productive situation. Hence most practical technical learning should take place on the job.

(2) Each industry and trade has its own set of training requirements - thus there should be different systems of training and different career structures in each.

(3) Learning a trade or the skills of an occupation should be seen as a part of the educational process of the adolescent.

(4) Learning on the job is not enough. The practical and social skills and understanding acquired at the work place should be complemented by general instruction and continuing education.

(5) The traditional career structure of the trades should be reinforced by continued education also after initial training.

(6) Theoretical general and technical instruction should be interwoven with practical instruction, such as part-time education in a technical college.

" "Cinders" should have been enshrined as the patron saint of apprentices. The fairytale of old tells of the drabness of that poor girl's life. Her release was dramatic and tearfully happy and her indentures were magically transformed to riches."

(Sim,G., 1976,p.35).

Apprenticeship has generally proved a flexible system of manpower supply. When there is much umenployment, few new apprentices are taken on; when the economy expands, the number of apprentices increases. This relative insecurity

of finding the apprenticeship market open at the time one is ready to enter, with the likelihood of difficulty in obtaining continuing employment once trained, may deter young people from committing themselves to such a prospect. Coupled with low rates of pay, job activities which require skills sometimes below the expectations derived from the higher education often deemed necessary for entry, and subsequent loss of interest in the job, then the insecurity, length of training, and potential for boredom combine to make apprenticeships the poor cousins of higher paid jobs. (Grabe, 1973; Farber, 1975; McIntyre, 1975; Farr, 1976; Sim, 1976.)

Not only may youngsters be reluctant to enter apprent - inceships, employers too complain that there are few incentives to take them on. Training apprentices costs time, money, and manpower, which are seldom made up, at least in the initial stages; if the apprentice leaves without completing the training, the employer has lost out completely. (Farber, 1975; Farr, 1976.) Such a situation has forced governments and employers' organisations in Western countries to reexamine apprenticeship schemes, seeking alternatives to traditional methods of training and funding.

Several new schemes have been adopted overseas, not only to boost apprentice numbers, but also to provide technical training and find more jobs for those untrained in schools. A U.S. study of recent reforms in apprenticeships in Britain, France, Germany, Italy, Switzerland, Canada, Australia, and the Scandinavian countries (Anon., 1974) found three general areas of change.

(a) National governments, through legislation, have increased their control over apprenticeship and other types of vocational training;

(b) Employers now get help in meeting the costs of training and related instruction;

(c) Training-by-stages rather than one continuous programme is winning acceptance. This method allows those unable to make the full distance in their apprenticeship to receive credit for skills mastered, and lets them function as semi-skilled tradesmen. At a later date, they could pick up training where they left off. Farber (1975) noted

that increased completions would also result in lower unit labour costs for apprenticeship.

The U.S. studies, cited above, investigated employers' reactions to the types of reform proposed. Most popular was the need for improved high school education and pre-employment training, with new apprentices having the equivalent of second year skills before joining the firm. Not so popular with either unions or employers, were proposals of training-by-stages, or government-introduced schemes to introduce new teaching methods and so shorten training programmes. In particular, the former was seen by some unions as encouraging employers to substitute semiskilled for skilled labour; overall, government intervention was not welcomed by either unions or employers. Brennan (1974), the then U.S. Secretary of Labour, was meanwhile lamenting the complacency of some employers, which had tended to limit the type and number of people that apprenticeship systems accepted and trained. While the occupations which apprenticeships could serve expanded as industry and science developed, apprenticeships were in fact narrowing. Supporting a plan for apprenticeship preparatory courses in high school, Brennan emphasised its importance in bringing to the attention of students the requirements of apprenticeships and trades at a time in their life when they could do something about it.

The "dead hand of tradition" (Roomkin and Hansen, 1975) weighing heavily upon apprenticeship systems, has tended to exclude women from all but a few apprenticeships, notably those related to 'womanly' roles. Briggs (1974) examined attitudes of various groups, asking their explanations for the near absence of women from apprenticeship and skilled trades in the U.S.A. While many thought women were not trained for the skilled trades as a matter of tradition, others gave reasons based on commonly-held assumptions:-

- women are not serious about work; they work only to earn a little spending money;
- most women will marry and never use the skills they have learnt, hence training women is a waste of time;
- women workers have a high absenteeism rate.

Over half the 78 employers surveyed contended they would hesitate to consider a woman for some apprenticeable trades as the jobs were unsuitable for women, being too dirty, too heavy, or involving long hours. The same survey revealed that

women were already working at all kinds of jobs under these "unsuitable" conditions, but in unskilled capacities. (see also Ogilvy, 1975, for a similar situation in Australia)

Briggs also found that many school systems channelled students into vocations by sex. In most schools surveyed, girls were either forbidden or discouraged from seriously experimenting with shop courses that lay the foundation for work in the skilled trades. Similarly, employment service offices tended to steer women into 'women's jobs' where they were unlikely to be informally exposed to apprenticeship information. (Ogilvy (1975) confirmed these trends in Australia.)

Women represent a scarcely-tapped source of manpower in most Western countries. Despite the fact that many women leave the work force during childbearing, skills learnt are not lost forever as some employers might suppose. A refresher course or period of retraining may be sufficient to restore a worker to the level of skill attained prior to leaving a job. It must be recognised that even if women do depart temporarily from a job, previous training is not a waste of time or money but "is a valuable factor of production which can be utilised in the long term." (Ogilvy, 1975)

With traditional barriers to women's employment in apprenticeships removed, it is hoped that more women will enter a wider range of apprenticeships. To achieve this, both employers and women may require changes in attitude to end the concept of work being divided into male and female spheres. It is not enough to increase the numbers of women entering apprenticeships; jobs must be available once training is completed, with appointment to these positions on the basis of skill, not sex. As industrialised society expands, so too will requirements for trained, qualified people to meet the demands of industry.

CHAPTER VI

THE NEW ZEALAND SITUATION

A straight-line interpolation of New Zealand labour force participation rates for 15-19 year olds was carried out on data obtained from the 1971 census and the ten percent sample comprising the provisional national statistics from the 1976 census, to obtain participation rates also for 1972 - 75 inclusive. (Dept. of Labour handout, "Participation Rates."; & Dept. of Statistics, 1976.) This interpolation indicates a gradual decline in labour force participation for 15 - 19 year old males from 57.07 percent in 1971, to 55.19 percent in 1976; for females the rates are 56.86 percent and 52.83 percent respectively. Although these figures include those who are unemployed but seeking work, they reflect trends toward increasing length of education and increasing tightness of the labour market.

Many young New Zealanders have difficulties in making realistic choices of occupation. Factors contributing to this situation may include sex bias in school courses, parental attitudes, and the decisions of class mates. (Keeling, 1962; Hill. 1969; Glass, 1975; Anon, 1976a.) Immature attitudes to work, and unrealistically high expectations may result from the extended period of education delaying entry into the world of work. (Anon, 1976a)

New Zealand employers are increasingly demanding higher qualifications for lower-level work (Anon, 1976a; Anon, 1973b) yet are becoming dissatisfied with the type of person coming forward for apprenticeship training. The extended period of education may in fact mean that more youngsters are entering jobs unsuited to their high qualifications or interests and with insufficient opportunities for development. Economic recessions also result in periods of longer education, through lack of jobs; faced with several potential employees, the employer tends to select those with the highest qualifications. (Anon, 1976a).

Although formal qualification requirements for entry

into some jobs may have been raised, there seems little evidence that job opportunities have been modified accordingly. Indeed, Anon. (1973a), and Anon. (1977c) suggest that the main reasons for terminations of apprenticeships seem to be lack of interest and inadequacy at the job, the latter indicating a deficiency in selection of apprentices (a view echoed by Anon., 1977b) and a lack of appreciation of what the job entails. Apprentice wages are very low, often lower than those paid to unskilled labourers, and are another source of dissatisfaction.

A 1971 Dept. of Labour survey revealed that the apprenticeship system evoked much criticism from employers, in such areas as lengthy period of training, unattractive pay, and the overall inflexibility and outdated nature of the system. Again, both employers and school leavers ("Ch.Ch. Star," 19.7.77) were reported as showing increasing disenchantment with four-year apprenticeships as the traditional method of trade training. Of further concern, apprenticeship dropouts (leaving before training is completed) coupled with emigration could adversely affect New Zealand's economic growth.

Similarly with their overseas counterparts, New Zealand employers have repeatedly complained about the cost and lack of sufficient incentives in training apprentices. (Harris, 1928; Anon., 1973a, 1976c & 1977c.) The present system of extended trade training courses has meant that employers lose apprentices for weeks at a time, a fact which has deterred some employers from employing them.

I. WOMEN IN APPRENTICESHIPS

The 1971 survey, cited above, indicates that entry of females into apprenticeships is low. In 1971 over 25,800 apprenticeships were held by males, compared with just over 1,200 held by females, all but 32 of these being in hairdressing. Current trends are little different. While females form approximately 32 percent of the labour force, only about seven percent of all apprentices are women, with only about two percent of female school leavers taking up apprenticeships. (Anon., 1977c) Employers have been reluctant to accept females, citing as unsuitable the physical nature of the work,

length of training, and likely departure after marriage. As overseas, most apprenticeships do exist in old, estab - lished trades which have held traditional attitudes to sex roles, and females themselves have tended to accept these stereotyped designations of various jobs as 'male' or 'female'. This may account for the disproportionately large numbers of apprenticed females in hairdressing.

II. CHANGES IN TRAINING

Some changes have been made in the form of a pilot scheme of extended technical training for the engineering and carpentry trades. Initial evaluations indicated that apprentices, employers, and tutors approved this 1972 pilot scheme. The long block courses had succeeded in their basic aim of providing technical education and training for groups of first-year apprentices in one year to the level normally attained by apprentices after two years. (see Dept. of Education, 1974, "Extended Courses in Apprentice Training, 1972.")

Now, carpentry apprentices have their training at a Technical Institute spread over three years, with nine weeks in the first, six in the second, and three in the third year. Earlier qualification and wage increases at an earlier stage of the contract are some of the claimed benefits of the scheme. Evening classes and the alternative of enrolment in a correspondence course are now voluntary, the apprentice being responsible for his/her own progress. As a result, the employer has apprentices productive much earlier and at a reduced cost, with the Government subsidising the apprentice's wages for the first fifteen weeks of this extended training. However, a report in the "Christchurch Star" (19.7.77) indicated that the extended trade training scheme was running into problems, some employers arguing that the Government subsidy is insufficient to compensate for time off the job.

Although authorities acknowledged that approval of the 1972 pilot scheme could have been the result of a 'Hawthorne' effect, preliminary analysis of questionnaires on the 1973 courses indicated results were similar to the

1972 evaluation. (See Dept. of Education, 1974, "Apprentice Training.") Conclusions for carpentry apprentices had to remain tentative. Performance of pilot carpentry apprentices in the Trades Certification Board Second Qualifying Exam was worse than that of the matched traditional apprentices, although tutors felt this would be remedied when the pilot apprentices had more job experience.

III APPRENTICESHIP INTAKES

New apprentices in the year ending 31 March, 1976, totalled the lowest since 1969, a drop of 13.6 percent over the previous year. (Dept. of Labour, 1976b;Anon., 1976c.) Major factors cited in this drop were the depressed economic situation, current regulations in employing apprentices, inability to cope with study obligations, and the attitudes of both young people and employers towards apprenticeships. Anon. (1977b) noted that the surveyed labour force declined significantly from April-October 1976. Employment in the Christchurch area's construction industry fell by nearly six percent between October 1975 and October 1976. Over the whole industry there was a reduction of almost five percent in employment of Carpenters and Joiners. For the year ended March 31, 1977, total new apprenticeships were almost 800 more than for the previous year, but were still 500 below the 1974-75 years, and below the totals for 1971 and 1970. Total contracts in force on March 31, 1977, were up on 1976, but still below the levels of 1973 and 1974. (Anon., 1977a; See also Table 1a).

Table 1a

N.Z. Apprenticeship Totals for the year ending March 31, 1977.

APPRENTICESHIPS

Year ended March 31	New Contracts	Total at March 31	Lapsed In Year	Completed In Year
1977	8,699	29,838	2,306	5,895
1976	7,931	29,420	2,609	6,619
1975	9,263	29,725	3,402	6,118
1974	10,052	29,982	2,848	5,174
1973	8,596	27,952	2,633	4,704
1972	8,083	26,693	2,717	4,699
1971	9,126	26,026	2,861	5,356
1970	9,223	25,720	2,322	5,488
1969	7,912	24,782	1,681	4,812
1968	6,223	23,847	1,609	5,432
1967	7,322	25,129	1,974	4,599

Anon., 1977a.

Carpentry in the year to March 31, 1977, showed an increase in new apprenticeship numbers, but a total which was the lowest in four years. The economic situation was cited as only partially responsible for this decrease in new contr -acts. The "decrease reflects a consolidation and stabilis - ation period following the abnormally high intakes of the preceding years." (Anon., 1977a,p.2) This high intake resulted from the then Government's policy of expansion and increased productivity leading to a larger work force.

IV FINDINGS OF THE NATIONAL APPRENTICESHIP CONFERENCE, 1977.

Anon. (1977c) summarised findings of the New Zealand Employers' Federation questionnaire presented to the 1977 National Apprenticeship Conference. Details of the numbers and types of respondent employers were not given, so the data must be considered as tentative. Essentially, the find- ings were: (pp 4-6):-

- Most employers were satisfied with the apprenticeship system as the main means of producing skilled tradesmen and with the numbers of young people seeking apprenticeship;(Note that this seems to contradict opinions expressed by employers, as cited earlier.)

- Approximately 40 percent of employers were not sat- isfied with the educational standards of school leavers seek- ing apprenticeships;

- Insufficient employers were taking on apprentices;

- Aptitude tests should be given before a contract is undertaken;

- The term of apprenticeship should be maintained and based on an employer rather than an industry;

- Industry-based apprenticeships might be an advantage in slack times;

- Apprentices' difficulty with Technical Institute instruction was ascribed to lack of interest, insufficient educational background, and "undue emphasis" on theoretical material;

- 80 percent of surveyed employers did not think apprentice wage scales should be higher;

- Credit for School Certificate (or higher) should

take the form of increased wages;

- A "significant number" (unspecified) of employers favoured industry levies to subsidise employers willing to train apprentices.

During the Conference, further warnings were given on the prospect of a future shortage of tradesmen, resulting from emigration; the fact that few of the tradesmen and supervisors instructing apprentices have been trained in instructional skills; and that unless the training system is adjusted to accommodate the shifting age distribution, and allow entry of 'older' people to apprenticeships, there could be within nine years, a "large proportion of 25 - 34 year olds relatively unskilled, untrained, and not very productive."

(Ibid, p.5.)

The point was also made that trade training can no longer be seen as a "once and for all" exercise, but that rapidly changing technology may require retraining of workers several times during their working lives.

CHAPTER VII

SUGGESTIONS FOR PRE-EMPLOYMENT AND APPRENTICESHIP TRAINING - AT HOME AND ABROAD.

Of concern in New Zealand is the fact that the numbers of young people preparing for entry into a specific trade/ occupation exceed the demand. (Anon., 1976a & Anon., 1973b). During economic recession, there is less demand for apprentices. An employer, unsure of the work available, is reluctant to commit himself for several years ahead. ("Christchurch Star," 19.7.77; Anon., 1977c.) Having to enter a 'second choice' occupation means youngsters are likely to lack motivation and knowledge of job requirements and demands, increasing the level of dissatisfaction and the rate of turnover.

Suggestions have been made that secondary school pupils should receive more work experience (many receive none) as a part of their formal school programme, not only to broaden their occupational horizons, but also to illuminate the negative as well as positive aspects of various jobs.(Harris, 1928; Varga, 1973; Anon., 1976a; Looney 1976; Scharf & Wilson, 1976.) Such work experience could be in situations related to students' occupational interests (Noble, 1973) to be followed up with classroom work integrating this work experience with the curriculum.

Various socialist countries provide many contacts between school and factory, the latter supplying schools with equipment and sending engineers and technicians to teach certain lessons. Pupils then work for several hours a week in these factories. Again, in the U.S.A., it is common for industrial enterprises to present secondary schools with teaching material. (Flandre, 1973.) Some work experience is given in New Zealand, though more usually this is directed at less academically able students.

The Organisation for Economic and Cultural Development (Anon., 1976a) has suggested that there be a transition period between school and work in which young people receive vocational orientation and training as a bridge between general education and working life.

Australia has been operating a "transition" workshop for secondary students from Special Education classes, since 1974. (Hopgood, 1976.) Students attending are mentally retarded, but educable, and are introduced to workshop practices and safety, learning various skills of use in the working world. Training is given in use of workshop machinery and tools in occupational areas which the students may enter after completion of the course. This type of transition training need not be limited to retarded students, but could be introduced more widely.

Britain has instituted several training schemes. Designed to beat school-leaver unemployment, they are of two types: those to prepare young people for work, and those to provide opportunities for on-the-job experience. Aware that the need for unskilled and unqualified workers will decline, the Government is attempting to give everyone under 18 a chance to learn a skill. While undergoing training, the young people will receive a token salary to provide an incentive to continue the course, but not large enough to make the training schemes more financially attractive than full-time work. ("Christchurch Star" 23.5.77.)

Similar proposals for making apprenticeship schemes more attractive to employers and potential apprentices have been put forward in several countries. Australia has been investigating pre-apprenticeship training.
Anon. (1976b,p44) notes:

"In general terms, the objective of pre-apprenticeship courses is to provide effective initial training so that successful trainees have improved prospects of becoming apprentices and completing a form of apprenticeship that is a viable alternative to the normal form..."

Preapprenticeship is a training system in which trainees, usually school-leavers, study fulltime at technical training institutes for varying periods before formally entering an apprenticeship. A warning was expressed, namely that such courses may become an unofficial prerequisite for apprenticeship, which might discourage potential and suitable applicants. Adequate provision must also be made for placing in industry trainees who complete the course. Some pre -

apprenticeship courses in New South Wales embrace more than one trade, providing an introduction to associated trades. This should assist young people in their subsequent choice of apprenticeship, widening their occupational horizons and extending their field of potential employment.

Several criteria were recommended for the establishment and operation of pre-apprentice training courses, the main one being provision for monitoring new courses to establish wastage, its causes, and the number of successful trainees failing to enter or unable to obtain entry to apprenticeships. Pre-apprenticeship schemes might also be used in times of low manpower demand to absorb some potential apprentices unable to obtain vacancies, while during high manpower demand they might be suitable for pretraining in areas experiencing skill shortage.

A system of "module" training for apprenticeships has been operating in Australia for about six years. (Sim, 1976). This scheme has many weaknesses and, in its present form, may not be suitable for New Zealand. The module system is a series of "mini-subjects" or mini learning units which students may master and for which they may gain credit. Some alleged benefits have been:

(1) "Students with entrance qualifications above the minimum can be readily fitted into the course and given appropriate exemptions;

(2) More coherent and better instruction;

(3) Better study habits;

(4) Progressive testing and examining;

(5) More able students can complete more modules and become better tradesmen."

(Ibid, p.37.)

Despite initial enthusiasm and some extravagent claims, the scheme has apparently been introduced too rapidly with insufficient planning or instruction of those expected to implement the scheme. Backup resources and funds, texts, assessment, record-keeping, etc., have been inadequate, and the alleged benefits have failed to materialise.

As in New Zealand, various overseas sources recommend subsidising employers of apprentices. (McIntyre, 1975;

Brennan, 1974; Briggs, 1974.) Farber, 1975, suggested a more useful approach would be to weigh the cost of subsidies against the benefits of training workers whose skills are needed and who will eventually repay some of the subsidy through higher taxes on increasingly higher incomes.

Brennan (1974) made other recommendations including apprenticeship preparatory courses in high schools to encourage trade training, with credit toward journeyman status if students complete the programme and enter apprenticeships; union and management, he suggested, could each contribute financially to individual apprenticeship programmes under a partnership agreement. As an alternative, Governments might operate skills training centres in which apprentices are given one year of general vocational education before joining their employers on a fulltime basis. (Anon., 1974.)

SUMMARY

Overseas literature on research into career development and the transition from school to work is comprehensive. The main areas covered here were general theories of career development followed by the influence of family, peers, teachers, and significant others on career choice and occupational entry, sex differences in educational and occupational preference, and reasons for leaving school.

There is a growing concern that vocational guidance has in the past stressed the importance of an individual's strengths and occupational interests, while ignoring manpower demands. More recent developments are attempting to counteract this omission.

New Zealand research has, as overseas, concentrated largely on males. The small amount of data on females confirms overseas findings that entry of females into the workforce is generally based on, and limited by, sex- stereotyping of occupations.

The apprenticeship system in New Zealand and abroad is facing increasing demands for change, from both employers and employees. Some overseas recommendations for change were considered, and the literature review concluded with documentation of some preapprenticeship training and work experience schemes in practice overseas.

CHAPTER VIII

METHOD.

This chapter briefly covers principles of questionnaire design relevant to the current study, rationale for selection of question types, principles and implementation of pilot studies, and bias. Following this is a flow diagram of the procedures used with a full explanation of these.

I. QUESTIONNAIRE DESIGN.

Because of the relative smallness of the intended samples, and the consequent greater potential for experimental error, it seemed advisable to use a number of question types which had been successfully used and tested in earlier, large scale studies. Such a practice was adopted by Maizels (1970) and some of the questions in the present study were adapted from her own.

A combination of structured and open-ended questions was used, some based on those of McEwan, 1972. It was thought that 'closed' questions would help to clarify the alternatives for the respondents, while reducing coding errors. Several disadvantages exist in this type of question, noted by Sinclair (1975), amongst them:

- "It is difficult to make the alternatives mutually exclusive;
- They must cover the total response range;
- They create a forced-choice situation which rules out marginal or unexpected answers;
- All the alternative answers must seem equally logical or attractive;
- In complex or difficult questions, subjects may (elect)... the safety and ease of the 'don't know' alternative."

(Sinclair, 1975,p.76.)

To help overcome some of the likelihood of restricting or preventing answers not covered by the structured alternatives, open-ended questions were included. In some

cases these led directly from the 'closed' questions, enabling further exploration of these earlier responses.

II JOB DESCRIPTION INDEX (J.D.I.)

A variation of the J.D.I. was included in the apprentices' questionnaire. The advantages of this type of question are expounded by Smith, Kendall, and Hulin (1969), pp 69 - 71.

(i) The J.D.I. is "directed towards specific areas of satisfaction rather than global or general satisfaction";

(ii) Its "low verbal level" means that subjects must understand "only the general meaning of single words or short phrases.";

(iii) It does not ask the subject directly how satisfied he is with work, but asks him to describe his work. "Thus the responses have a job-referent," while "providing information which may be used to infer his satisfaction."

III THE WORKER OPINION SURVEY (W.O.S.)

The W.O.S. (Cross, 1973) was examined with an eye to adapting it for use in the current study. It was thought that the verbal content was too high, and that the use of three columns of blank spaces along-side each description, wherein the subject must tick the appropriate column ("Yes", "No", "Not Sure".) was too open to subject error.

The W.O.S. is ordered so that subjects begin with a description of items least personal to themselves and end with the most personal. I.e.: firm as a whole; pay; opportunities for promotion; the job itself; the immediate supervisor; co- workers.

Consequently, the present study incorporates some of the descriptive terms and basic form of the J.D.I., with the category headings and ordering of the W.O.S., with the exception of "The Job Itself" being placed first.

IV PILOT STUDY

Sinclair suggested the adoption of several steps in piloting a questionaire. These were adhered to as much as possible.

(1) Individual Criticism.

The writer's thesis supervisors independently examined and criticised the proposed pilot questionnaires, then met with the writer for a joint discussion and suggestion session. Several questions in both the school and apprentice questionnaires were consequently modified, added, or discarded. A Vocational Guidance Centre staff member and the Guidance Counsellor of the school where the final study was to be carried out, also contributed suggestions.

(2) Depth Interviewing.

(a) Small Sample. Use was made of a small group (see over) in piloting the school questionnaire, to enable individual discussion of questions. From this it was possible to ascertain whether or not questions were understood. It was not possible to interview such a small group for the apprentices' questionnaire, but individual discussion occurred where possible.

(b) Larger Sample. The questionnaires were given to a larger sample of subjects to determine the general trends of the open-ended questions, to investigate the implications of the proposed analysis, and to detect obvious weaknesses in the questionnaire design or wording.

Open-ended questions from the pilot studies were coded and tested according to suggestions by Oppenheim (1966). Answers were copied onto sheets of paper, one sheet per question. It was then possible to locate clusters of answers, to isolate specific categories, and to code these accordingly. Some weakness does exist in this method, in that some answers may overlap more than one category and require subjective judgement as to which category is most appropriate.

V. BIAS

(1) Coding

As briefly referred to above, experimenter bias and subjective judgement may influence the coding of open-ended questions. Although care was given to the coding process, it is inevitable that errors of judgement may have occurred.

(2) Absenteeism.

Baldock (1971) noted that bias in questionnaire responses may occur through absenteeism. She found, for instance, that sons of manual workers were over-represented amongst school absentees during her study. No control for absenteeism was made in the present study.

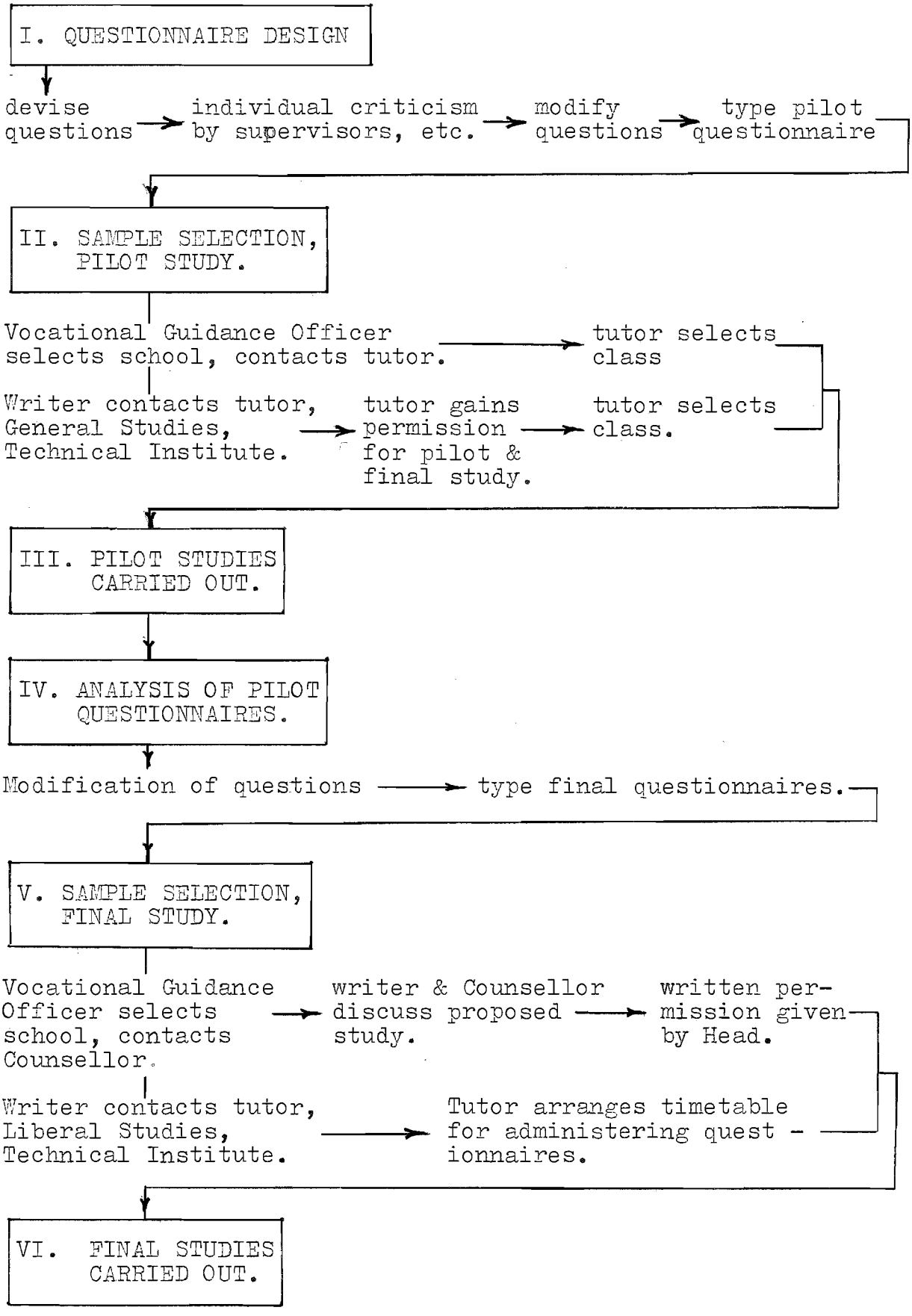
(3) Attitudes.

The attitude of subjects to the particular class tutor and to particular courses at the time of completing the questionnaire may have influenced the tone of responses to some of the open-ended questions.

(4) Self-Report of Past Events.

As many of the questions for apprentices relied on self-report of past events, subjective error may have been introduced, e.g;- enhancement of the positive aspects of school life or early days of the apprenticeship, compared with the current lesser freedoms of working life.

Figure I. Flowchart of Procedure in Apprenticeship and School Studies.



VI. SCHOOL PILOT STUDY.

(1) The Questionnaire.

This comprised two sections, the first for everyone to complete and the second only for those who had decided what kind of job they hoped to get on leaving school. The sections were printed on different coloured paper for easier identification.

(2) The Sampling Procedure.

A coeducational state high school representing a cross-section of the community was selected for the pilot study by a staff member of the Vocational Guidance Centre. As this school has adult students in its fifth form classes it was thought a fourth form class would be more suitable for the study.

Another Vocational Guidance Centre staff member, already in liaison with the school, arranged with the fourth form tutor for the writer to administer the questionnaire.

(3) The Sample.

During the second term of 1977, the questionnaire was administered to ten male and twelve female middle-stream fourth formers as a class group. Answering at their own pace, subjects were given the opportunity to ask for clarification of specific points as they were encountered. The average time taken to complete the questionnaire was twenty minutes. Six fifth form students (two males, four females) of ability ranging from below average to above average, were also released from class to answer the questionnaire as a small group. They answered at their own pace with both individual and group discussion of specific questions.

All answers were then analysed and modified and a coding system was devised for the open-ended questions - see earlier references to Sinclair (1975) and Oppenheim (1966)

VII FINAL SCHOOL STUDY.

(1) The Sampling Procedure.

A coeducational State high school (not that used for the pilot study) was selected by the Vocational Guidance Centre as being representative of a cross-section of socioeconomic groups, abilities, and interests. A Counselling and Guidance service had been operating at the school for several years, and it was thought both staff and pupils would accept the presence of a research student who would also make the collected data available to the school.

A Vocational Guidance Centre staff member arranged with the school's Guidance Counsellor for the writer to visit and discuss the proposed study. Having gained her consent and with the backing of the thesis supervisors, the writer sent a formal application for permission to the school Principal.

(2) The Sample.

It was thought that fifth formers would have a clearer idea than fourth formers of their proposed future occup - ation, hence their selection as the sample group. Although the entire fifth form was surveyed during the second term of 1977, it was intended to use for analysis only question - naires from those stating an intention to enter carpentry, joinery, or hairdressing apprenticeships, the remainder to be given to the school for counselling and guidance purposes.

Subjects were informed of the proposed lack of confidentiality of the responses and given the option of including or omitting their names from the questionnaire. They were not informed that only some of the questionnaires would be extracted for analysis, as it was felt that drawing attention to the occupations of interest to the experimenter might bias the responses.

(3) Administration of the Questionnaire.

The questionnaires were administered by the experimenter to one class at a time during subjects' 'free' periods normally supervised by the class tutor.

In most cases the tutor remained in the room. Examination of completed questionnaires revealed very few subjects intended entering the apprenticeships relevant to this study. Consequently, it was decided to include all intending apprentices in the data analysis, namely thirty males and five females.

VIII APPRENTICE PILOT STUDY.

(1) The Questionnaire.

This comprised three topics, covering school, the apprenticeship, and job. Each section was printed on different coloured paper for easier identification.

(2) The Sampling Procedure.

Contact was made with a tutor in the General Studies Dept. of the Christchurch Technical Institute, through one of the thesis supervisors. After discussion of the proposed study, this tutor gained the consent of the supervisors of the hairdressing, carpentry, and joinery apprentices to perform the survey at the Technical Institute.

(3) The Sample.

Fifteen first year fitting and turning apprentices (fourteen males, one female) were selected as the pilot subjects by virtue of being available at the time. The questionnaires were administered during a Liberal Studies period in the second term of 1977, following a brief introduction by the tutor on the purposes of surveys, problems involved in selecting subjects and constructing questionnaires, etc.

(4) Administration of the Questionnaire.

Subjects completed the questionnaire at their own pace, but were free to ask questions or discuss specific points as the need arose. The experimenter circulated amongst the subjects, encouraging both individual and group discussion of specific questions. Average time for completion of the questionnaire was thirty five minutes. Analysis and modification of questions was carried out.

IX FINAL APPRENTICE STUDY.

(1) Sampling Procedure.

A Liberal Studies tutor at the Technical Institute arranged with fellow tutors suitable times, through-out the third term of 1977, when the experimenter could administer the questionnaires to carpentry and joinery apprentices.

The experimenter's initial contact in the General Studies Dept. arranged for the hairdressing class tutors to administer the questionnaires to their own classes at a convenient time during each classes' two week block course also in the third term of 1977.

(2) The Samples.

Third year carpentry apprentices were unavailable for study, having completed their block courses in the first term. Only one group of second year apprentices was available, and these were surveyed in place of the third years. As carpenters and joiners were combined in the Liberal Studies periods, both groups completed the questionnaires.

Although first, second and third year hairdressers were to be studied, it was found after administration that some of the questionnaires from each group had become mixed with those of other groups, a process over which the experimenter had no control. Some apprentices who had been in their apprenticeships for the same length of time had been labelled as first years in some cases, and as second years in others. As some of the subjects had omitted to record which qual - ifying exams they had passed, if any, the problem was compounded.

To overcome the resultant confusion, the writer regrouped the hairdressers according to the amount of time that had elapsed since each apprenticeship had begun, irrespective of the qualifying exams passed.

Final sample numbers were as follows:

Joiners (all male)	:47
First Year Carpenters (all male)	:87
Second Year Carpenters(" ")	:19
Hairdressers (all female) - First Years	: 22
Second Years	: 59
Third Years	: 36
Fourth Years	: 12

(3) Administration of the Questionnaires.

The experimenter administered the questionnaires to the carpenters and joiners during Liberal Studies classes over a two month period. Several tutors mentioned the negative attitude held by some apprentices toward Liberal Studies, in particular that these class periods tend to be seen as a joke and a waste of time. The experimenter noted that such attitudes might influence the tone of answers to the open - ended questions. With a small number of subjects this was later seen to be the case; these inappropriate answers were thus recorded as "No Answer" in the final analysis.

During the administration, the experimenter answered any queries as they arose.

As the hairdressers were given the questionnaires by their tutors, it is not known how answers to any queries may have influenced the final responses. Very few inappropriate responses were made by the hairdressers.

CHAPTER IX

RESULTS AND DISCUSSION.

I STATISTICAL ANALYSIS

Answers to all questions were coded and grouped into appropriate categories. Frequencies in each category were converted to percentages. As the data were all nominal, one of two tests of analysis was carried out where appropriate. Use was made either of the Chi-Square Contingency Table (Guilford, 1956) with the Yates Correction for continuity where required, or the t Test of Departure of two frequencies from equality. (Guildford, 1956,p.238)

The study generated a mass of data, not all of which could be conveniently analysed, interpreted and discussed within the parameters of this thesis. Thus for statistical analysis and testing, only those data which on inspection seemed likely to yield statistical significance were so treated.

As the school sample is small and comprises heterogeneous groups of varied size, significance tests were not carried out. Instead, data were converted to percentages.

In instances where questions permitted or required multi-answers, percentages responding to each category were noted. Hence, total percentages of responses to such questions exceed 100 percent.

For all questions, data were used for comparisons between males and females, between occupational groups, and between the different levels (e.g. first year, second year) of each occupation.

Tables reproduced in this section include most of those in which significance tests were carried out with positive results, or which were from open-ended questions, or which were thought needy of inclusion in the text. The remaining tables may be found in the Appendix.

In the Tables, the following abbreviations apply:

H1 = First Year Hairdressers.
H2 = Second Year Hairdressers.
H3 = Third Year Hairdressers.
H4 = Fourth Year Hairdressers.
J = Joiners
C1 = First Year Carpenters.
C2 = Second Year Carpenters.

II APPRENTICESHIP STUDY.

Each item in the Apprenticeship Questionnaire was analysed either by use of the various techniques referred to above or, where such treatment was inappropriate, by tabulation of frequencies and percentages. The following is a summary of the variables surveyed, the results obtained, the relevant tables, an assessment of the significance (if any) and a discussion of results.

(1) Age.

Analysis of subjects' ages (Table 40, Appendix) revealed that most female subjects (37.98 percent) were aged 18-19 years, compared tothe greatest number of males (45.75 percent) falling in the 17-18 age group. Males were clustered toward the lower end of the age range, with 68.63 percent aged 16-18 years, compared to 42.62 percent of females. Aged 18 and upwards were 31.37 percent of males and 57.35 percent of females.

(2) Parents' Occupation.

Whether or not subjects tended to enter the same occupation as their same-sex parent was investigated. In addition the data were examined to see whether the results (see Tables 41,42, Appendix) would vary according to sex or occupation.

Most subjects were in an occupation different to that of their same-sex parent (86.04 percent of females, 69.93 percent of males), although more males than females were in the same occupation as their same-sex parent ($x^2 = 9.587$, two-tailed; $p<.010$), 11.76 percent of males compared with 1.55 percent of females. No females and 6.54 percent of males were in a related occupation.

A higher percentage of carpenters than joiners had a father in the same occupation (15.09 percent carpenters, 4.25 percent joiners), while more joiners than carpenters had a father in a related occupation. (12.76 percent : 4.60 percent)

The low reported number of females entering the same occupation as their mother may have partly been a function

of the number of mothers who were currently occupied at home as housewives. It appears, however, that more males than females were likely to have followed their parents' occupations. Results failed to confirm those of Keys (1926), Harris (1928), or Baldock (1971).

(3) Age on Leaving School.

An analysis of the age of subjects leaving school indicated (Table I) differences between males and females. Females were more likely than males to have left school at 15 - 16 years of age (X^2 = 16.16, two tailed, $p < .005$,) 54.26 percent compared to 18.95 percent of males.

Again, more males than females left school at 16 - 17 years of age (X^2 = 12.22, two tailed, $p < .005$) 56.21 percent compared with 34.88 percent of females, and at 17 - 18 years (X^2 = 6.25, two tailed, $p < .050$.) More first than second year carpenters also left at that age (X^2 = 9.39, two - tailed, $p < .010$) perhaps reflecting the trend and necessity to stay at school longer in times of economic recession and in the face of increasing demand for qualifications.

(4) Form on Leaving School.

Analysis of the last form attended at second - ary school confirms results in sections 1 and 3 above (see Table 43, Appendix) and accounts for the weighting of female subjects in the higher age groups.

Leaving from the fourth form were 17.82 percent of the females and 6.64 percent of the males. The greatest number of subjects left from form five, 72.86 percent of females and 64.71 percent of males. From form six were 8.52 percent of females and 26.14 percent of males.

(5) High Schools Attended.

From Table 44 (Appendix) it can be seen that nearly all subjects had attended only one secondary school. (96.12 percent of females and 91.50 percent of males.) It can be seen that most subjects came from a stable educational background with few changes of school.

(6) School Subjects in Final Year.

Relevance of final year school subjects to the apprenticeship was investigated (see Table 2), to ascertain whether or not respondents took courses related to their jobs.

TABLE I Age of Apprentices on leaving school.

	Age left School (Years)											
	14 - 15		15 - 16		16 - 17		17 - 18		18+		No Answer	
Groups	No.	%	No.	%	No.	%	No.	%	NO.	%	No.	%
H1	0	0	11	50.00	9	40.90	2	9.09	0	0	0	0
H2	2	3.38	32	54.23	20	33.89	4	6.77	0	0	1	1.69
H3	0	0	19	52.77	13	36.11	3	8.33	0	0	1	2.77
H4	0	0	8	66.66	3	25.00	1	8.33	0	0	0	0
J	0	0	10	21.27	27	57.44	8	17.02	0	0	2	4.25
C1	1	1.15	13	14.94	49	56.32	16	18.39	7	8.05	1	1.15
C2	0	0	6	31.57	10	52.63	2	10.52	1	5.26	0	0
Females	2	1.55	70	54.26	45	34.88	10	7.75	0	0	2	1.55
Males	1	0.65	29	18.95	86	56.21	26	16.99	8	5.23	3	1.96

At least some subjects taken in the final year of school were directly related to the apprenticeship, for 71.31 percent of females and 94.12 percent of males. There was a slight tendency for more third and fourth year hairdressers than other females to have taken subjects not directly related (33.33 percent for both) and for more second than first year carpenters. (10.52 percent and 5.75percent respectively.) No joiners appear to have taken subjects not directly related to their apprenticeship.

TABLE 2. Relevance of final year school subjects to apprenticeship.

Relationship of Subjects to Job.

Groups	Directly Related		Not Related		No Answer	
	No.	%	No.	%	No.	%
H1	18	81.81	4	18.18	0	0
H2	44	74.57	13	22.03	2	3.38
H3	22	61.11	12	33.33	2	5.55
H4	8	66.66	4	33.33	0	0
J	46	97.87	0	0	1	2.12
C1	82	94.25	5	5.75	0	0
C2	16	84.21	2	10.52	1	5.26
Females	92	71.31	33	25.58	4	3.10
Males	144	94.12	7	4.58	2	1.31

More males than females took subjects directly related to their job (X^2 = 24.40, two tailed, $p<.005$.) indicating a more deliberately career-orientated education amongst male apprentices.

(7) Useful School Subjects.

Which specific school subjects were of use in the job were investigated. (Tables 3 and 4).

English was seen by females to be the school subject most useful to their job, 61.24 percent indicating this. Following this were Biology (20.93 percent), Science (20.16 percent), Maths (19.38 percent), and Art. (17.83 per

cent).

Maths, for 71.24 percent of males, was the most useful. Woodwork and Technical Drawing were next (both 60.13 percent), with a large drop to English (11.11 percent). No subjects were thought useful by 5.88 percent of males.

More first than second year carpenters found school Technical Drawing useful, 62.07 percent and 36.84 percent respectively. ($X^2 = 34.69$, two tailed, $p < .005$).

TABLE 3. School Subjects useful to the job. (Females.)

School Subjects	Respondents.									
	H1		H2		H3		H4		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
English	11	50.0	33	55.93	24	66.67	11	91.67	79	61.24
Art	3	13.64	12	20.34	7	19.44	1	8.33	23	17.83
Biology	4	18.18	13	22.03	8	22.22	2	16.67	27	20.93
Science	5	22.73	16	27.12	5	13.89	0	0	26	20.16
Maths	4	18.18	10	16.95	9	25.0	2	16.67	25	19.38
Other	4	18.18	11	18.64	8	22.22	1	8.33	24	18.60
None	3	13.64	4	6.78	5	13.89	0	0	12	9.30
All	0	0	0	0	0	0	0	0	0	0
No Answer	3	13.63	9	15.25	1	2.77	0	0	13	10.08

TABLE 4. School Subjects useful to the job (Males.)

School Subjects	Respondents. J No.	J %	C1 No.	C1 %	C2 No.	C2 %	Total No.	Total %
Maths	34	72.34	61	70.11	14	73.68	109	71.24
Woodwork	36	76. 6	47	54.02	9	47.37	92	60.13
Technical Drawing	31	65.96	54	62.07	7	36.84	92	60.13
English	4	8.51	12	13.79	1	5.26	17	11.11
Science	1	2.13	4	4. 6	0	0	5	3.27
Physics	0	0	5	5.75	0	0	5	3.27
Other	4	8.51	12	13.79	1	5.26	17	11.11
None	1	2.13	5	5.75	3	15.79	9	5.88
All	2	4.26	1	1.15	0	0	3	1.96
No Answer	1	2.12	1	1.15	1	5.26	3	1.96

These results indicate that for females contemplating entering hairdressing, English is seen as the most useful subject to take at school, necessary not only for effective interpersonal communication, but also for coping with study requirements. Maths and science subjects (except for Biology, all being traditionally avoided by females) are of next greatest importance.

(8) School Examinations.

An attempt was made to determine the formal educational qualifications of respondents prior to starting the apprenticeship. Formal requirements for hairdressing do not include School Certificate, although School Certificate passes in one or more specific subjects may be required in carpentry and joinery. It was anticipated that in the light of worsening economic conditions and competition for jobs, results may have indicated that respondents' qualifications were in fact higher than the basic requirements.

Unfortunately few females answered this question (only 34.88 percent) possibly because of an administration

fault. Whereas the experimenter administered the questionnaires to the males, making it clear that any School Certificate passes were to be recorded, class tutors administered the females' questionnaires. It appears that females were advised to record only complete passes, and hence have not indicated passes in individual papers. For this reason, the number of females claiming to have passed School Certificate may be misleading when they are compared with the males. Table 45 (Appendix) gives full details.

25.58 percent of females and 54.25 percent of males indicated passing at least some School Certificate subjects; 1.55 percent of females and 7.19 percent of males had University Entrance 3.87 percent of females and 7.19 percent of males had the Canterbury Maths Association Certificate.

Other exams mentioned included Pitman's Typing; Technical Institute's Book-keeping Certificate; Sixth Form Certificate; B.A. degree; Diploma in Journalism. There were several other exam passes, unspecified, in Science.

It appears that males, at least, have tended to try to gain at least School Certificate; several have gone beyond this, but not enough to form conclusive statements on a trend for higher education. Since the study was conducted the economy and employment have tightened, so further studies may yet indicate a change in this respect.

(9) Desire to Leave School.

Considering indications from other studies that school pupils are generally eager to leave school, an investigation was made of the strength of this desire. (See Table 46, Appendix)

Strength of desire to leave school on the point of actually leaving varied slightly between groups, although some variation of reported strength may be an artifact of the frailties of the self-report system.

Amongst females, 35.65 percent had wanted to leave school "very much" with 32.55 percent"quite a lot". These compare similarly with the males who were equally distributed (34.64 percent) between these two categories. Similar percentages reported "didn't mind" (females 26.35 percent; males 23.53 percent), "not very much" (females 3.10 percent

males 5.23 percent) and "not at all" (females 1.55 percent, males 1.31 percent.)

Differences appear on examination of the subgroups. Whereas 45.46 percent of first year hairdressers "very much" wanted to leave, most fourth years said they "didn't mind." Most joiners wanted "quite a lot" (36.17 percent) to leave. Combining the two categories of "very much" and "quite a lot", there becomes evident a trend for decreased strength of response from first to fourth year hairdressers, perhaps indicating a weakening of remembered strength of feeling with the passing of time. Percentages for these combined categories for first to fourth year hairdressers are, respectively: 81.81 percent, 67.79 percent, 63.88 percent, and 58.33 percent.

The supposed time artifact did not apply for carpenters, viz. 67.81 percent for first year carpenters and 84.21 percent for second years. Of joiners, 65.95 percent fell into the two categories described.

(10) Parents' Feelings.

The possible influence of parents on subjects' decisions to leave school was considered. (See Table 5.)

TABLE 5. Apprentices' estimates of parents' feelings when subject left school.

Groups	Parents' Feelings.									
	Wanted Me to Leave		Didn't Mind		Wanted Me to Stay		Don't Know		No Answer	
	No.	%	No.	%	No.	%	No.	%	No.	%
H1	1	4.54	12	54.54	7	31.81	2	9.09	0	0
H2	7	11.86	44	74.57	7	11.86	1	1.69	0	0
H3	1	2.77	34	94.44	1	2.77	0	0	0	0
H4	2	16.66	6	50.00	4	33.33	0	0	0	0
J	10	21.77	34	72.34	2	4.25	1	2.12	0	0
C1	13	14.94	58	66.67	6	6.9	8	9. 2	2	2.3
C2	2	10.52	17	89.47	0	0	0	0	0	0
Females	11	8.52	96	74.41	19	14.72	3	2.32	0	0
Males	25	16.34	109	71.24	8	5.23	9	5.88	2	1.31

Most subjects took the neutral stance, that they felt their parents "didn't mind" them leaving school, a total of 74.41 percent of females and 71.24 percent of males. However, more females than males thought their parents wanted them to stay at school longer (females 14.72 percent, males 5.23 percent) while more males felt their parents had wanted them to leave (males 16.34 percent, females 8.52 percent), $X^2 = 8.28$, two tailed $p < .010$. Very few did not know their parents' feelings. (females 2.32 percent, males 5.88 percent.)

(11) Teachers' Feelings

Awareness of teachers' feeling on subjects' decisions to leave school was also investigated. (See Table 6.)

TABLE 6 Apprentices' estimates of teachers' feelings when subject left school.

	Teachers' Feelings.									
	Wanted Me to Leave		Didn't Mind		Wanted Me to Stay		Don't Know		No Answer	
Groups	No.	%	No.	%	No.	%	No.	%	No.	%
H1	2	9.09	3	13.63	7	31.81	10	45.45	0	0
H2	10	16.94	18	30.50	13	22.03	18	30. 5	0	0
H3	0	0	11	30.55	7	19.44	17	47.22	1	2.77
H4	1	8.33	5	41.66	3	25.0	3	25. 0	0	0
J	9	19.14	15	31.91	3	6.12	20	42.55	0	0
C1	11	12.64	18	20.69	21	24.14	35	40.23	2	2. 3
C2	3	15.78	10	52.63	2	10.52	4	21.05	0	0
Females	13	10.07	37	28.68	30	23.25	48	37. 2	1	0.77
Males	23	15.03	43	28. 1	26	16.99	59	38.56	2	1.31

Females and males overall said they did not know what their teachers felt. (37.2 percent females, 38.56 percent males) the next largest group opting for the neutral "didn't mind." (females 28.68 percent, males 28.1 percent) More females than males felt their teachers had wanted them

to stay (23.25 percent : 16.99 percent) which is perhaps not surprising considering the females tended to leave school earlier than the males.

The large number unaware of their teachers' feelings seems to support the contention that the school has little influence on the process of occupational choice and leaving school.

More first year hairdressers than any other group felt their teachers had wanted them to stay at school (31.81 percent), while more Joiners than any other group felt their teachers had wanted them to leave. (19.14 percent).

(12) Desire To Stay/Not Stay Longer At School.

Subjects' reasons for wishing they had stayed longer at school (or for not having wanted to stay longer) were analysed, and results tabulated in Tables 7,8, and 9. It was hoped that responses would provide information on how ready subjects were to leave school and begin work.

Overwhelmingly, most subjects did not regret having left school when they did, a total of 86.82 percent of females and 86.93 percent of males. The prime reason for not wanting to have spent longer at school was, for most females (24.03 percent), the feeling that they would gain no benefit from so doing. e.g. "..for the job I wanted to do, nothing I was learning at school was helping me." (First year.)

TABLE 7. Number of subjects who wished they had stayed/ not stayed longer at school.

	Wish they had stayed longer.					
	Yes		No		No Answer	
Groups	No.	%	No.	%	No.	%
H1	2	9.09	20	90.09	0	0
H2	8	13.55	51	84.44	0	0
H3	4	11.11	32	88.88	0	0
H4	3	25.0	9	75.0	0	0
J	6	12.76	41	87.23	0	0
C1	8	9.2	76	87.36	3	3.44
C2	3	15.78	16	84.21	0	0
Females	17	13.17	112	86.82	0	0
Males	17	11.11	133	86.93	3	1.96

TABLE 8 Subjects' reasons for wishing they had stayed longer at school.

	Reasons for wanting to Stay.					
	More Education		Other		No Answer	
Groups	No.	%	No.	%	No.	%
H1	2	9.09	0	0	0	0
H2	6	10.16	2	3.39	0	0
H3	4	11.11	0	0	0	0
H4	3	25.0	0	0	0	0
J	5	10.63	1	2.13	0	0
C1	4	4. 6	2	2. 3	2	2.3
C2	2	10.52	1	5.26	0	0
Females	15	11.63	2	1.55	0	0
Males	11	7.19	2	1.31	2	1.31

TABLE 9. Subjects' reasons for not having wanted to stay longer at school.

Groups	Reasons for not staying.													
	Dissatisfied		Qualified		Job Available		No use.		Money		Other		No Answer	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
H1	3	13.63	0	0	0	0	8	36.36	1	4.54	7	31.81	1	4.54
H2	9	15.25	3	5.08	7	11.8	15	25.42	0	0	16	27.12	1	1. 6
H3	7	19.44	3	8.33	1	2.77	8	22.22	0	0	11	30.55	2	5.55
H4	2	16.66	2	16.66	3	25.0	0	0	0	0	2	16.66	0	0
J	11	23.4	0	0	5	10.63	7	14.89	1	2.12	11	23.4	6	12.76
C1	20	22.99	4	4.6	3	3.44	18	20.69	5	5.75	19	21.83	5	5.75
C2	6	31.57	0	0	2	10.52	3	15.78	1	5.26	3	15.78	1	5.26
Females	21	16.28	8	6.2	11	8.53	31	24.03	1	0.76	36	27.91	4	3.1
Males	37	24.18	4	2.61	10	6.54	28	18.3	7	4.58	33	21.57	12	7.84

Dissatisfaction and boredom with school and teachers was given by most males (24.18 percent) as their reason for not wanting to have stayed longer.e.g.".. I was not very good and the teachers were all blockheads." (Joiner)

Such dissatisfaction was the next major reason for females (16.28 percent) not staying longer.

e.g. " I hated it." (Third year)

For males, the second major reason (18.3 percent) was the view that school would be of no further benefit.

e.g. " Wouldn't have gained anything more." (Second year Carpenter.)

Females and males alike made reference to the fact that as they liked their jobs they did not regret having left school. This group (females 14.72 percent, males 7.84 percent) comprised the third major reason, and was a subgroup of responses labelled "other"

e.g. "I have a good job now that I enjoy." (Fourth year Hairdresser.)

Further reasons in order of frequency included : because the job was available at the time of leaving (females 8.53 percent, males 6.54 percent) and wanting to complete the apprenticeship as soon as possible (subgroup of "other": 6.97 percent of females, 5.23 percent of males). Next, 6.2 percent of females (2.61 percent of males) felt they had been sufficiently qualified to leave, while 4.58 percent of males (0.76 percent of females) enjoyed the money they were receiving.

Examples of responses labelled "other", which could not be reclassified : (females, 3.88 percent, males 3.92 percent).

"Jobs are getting harder to come by all the time". (Joiner).

" I didn't want to stay in educational institutions." (Second year Carpenter.)

No fourth year hairdressers felt that school would have been of no further benefit, the main reason (25.0 percent) for not regretting leaving being that the job was available. Dissatisfaction, qualified to leave, and liking the job all ranked second equal, with 16.66 percent mentioning these.

Of those wishing they had stayed longer at school (13.17 percent of all females and 11.11 percent of all males) the prime reason was a desire for more education, cited by 11.63 percent of all females and 7.19 percent of all males (Table 8 .)

e.g.: "I wish I'd sat School Cert." (Second year female)

" I would like to be more in life than a joiner - high qualifications are needed." (Joiner)

Remaining responses were all classed as "other." (1.55 percent of all females, 1.31 percent of all males.)

e.g. " I didn't really want to leave but most of my friends had left." (Second year female.)

(13) Wished to Leave School Earlier.

Although most subjects had not wanted to stay longer at school, most did not want to leave earlier, either. (90.7 percent females, 77.12 percent males.) Note however (Table 10) that a high proportion of males (20.26 percent) did wish they had left earlier, compared with only 7.75 percent of females. This may reflect the fact that males had tended to stay longer than females (See Tables 10,11,12.)

TABLE 10. Number of subjects who wished/did not wish they had left school earlier.

	Wished They Had Left Earlier.					
	Yes		No		No Answer.	
Groups	No.	%	No.	%	No.	%
H1	2	9.09	20	90.9	0	0
H2	7	11.8	51	86.44	1	1.6
H3	1	2.77	34	94.44	1	2.77
H4	0	0	12	100.0	0	0
J	11	23.4	36	76.59	0	0
C1	15	17.24	68	78.16	4	4.6
C2	5	26.31	14	73.68	0	0
Females	10	7.75	117	90.7	2	1.55
Males	31	20.26	118	77.12	4	2.61

TABLE 11. Subjects' reasons for wishing they had left school earlier.

	Reasons Wanted to Leave Earlier.							
	Dissatisfied		No use Staying		Other		No Answer.	
Groups	No.	%	No.	%	No.	%	No.	%
H1	1	4.54	0	0	1	4.54	0	0
H2	0	0	4	6.77	3	5.08	0	0
H3	0	0	1	2.77	0	0	0	0
H4	0	0	0	0	0	0	0	0
J	4	8.51	0	0	6	12.76	1	2.12
C1	2	2.3	3	3.45	9	10.34	1	1.15
C2	2	10.52	0	0	3	15.7	0	0
Females	1	0.78	5	3.88	4	3.1	0	0
Males	8	5.23	3	1.96	18	11.76	2	1.31

TABLE 12. Subjects' reasons for not wishing they had left school earlier.

Groups	Reasons for Not Leaving Earlier.											
	Gain Nothing.		Not Qualified.		Too Young, Immature.		No Job		Other		No Answer.	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
H1	0	0	8	36.36	5	22.72	0	0	5	22.72	2	9.09
H2	2	3.39	19	32.2	15	25.42	5	8.47	11	18.64	0	0
H3	0	0	12	33.33	13	36.11	3	8.33	3	8.33	4	11.11
H4	2	16.67	3	25.0	2	16.67	2	16.67	1	8.33	1	8.33
J	2	4.25	23	48.93	1	2.12	3	6.12	3	6.12	4	8.51
C1	1	1.15	30	34.48	2	2.3	5	5.75	23	26.44	11	12.64
C2	0	0	8	42.1	1	5.26	11	10.52	1	5.26	2	10.52
Females	4	3.1	42	32.56	35	27.13	10	7.75	20	15.5	7	5.43
Males	3	1.96	61	39.87	4	2.61	19	12.42	27	17.65	17	11.11

For both sexes the prime reason for not wanting to leave earlier was that they would not have been sufficiently qualified (females 32.56 percent, males 39.87 percent).

e.g. "It's important that I had 2½ years education." (Fourth year female)

Third year hairdressers differed from all other groups, stating as their main reason that they would have been too young or immature to leave earlier. (36.11 percent.) This was the second reason for all other groups.

e.g. "While staying on that little bit longer you get a more mature outlook."

The third frequent statement for both females (7.75 percent) and males (12.42percent) was that they would have had no job to go to.

e.g. "The job never cameup until the time I left."

A further 7.75 percent (subgroup of "others") of females mentioned the relative freedom of school and the company of friends as a reason for not wanting to leave earlier.

e.g. "I loved my school. I was very happy."

The fourth reason for males (subgroup of "others") was their gaining in knowledge and maturity through not leaving earlier. (5.88 percent)

e.g. "I got what I wanted and found out more about people." (first year Carpenter.)

Of the 7.75 percent of females who wished they had left earlier, most (3.88 percent of all females) did so as they felt they had gained nothing by staying.

e.g. "I wasn't learning anything at school that was of use." (Third year)

3.1 percent of all females said they would have been further through their apprenticeship had they left earlier. (Subgroup of "others") This was also the main reason cited by males who wished they had left earlier. (8.5 percent of all males.

e.g. "I could have more hours in my apprenticeship." (Joiner.)

The second major reason (5.23 percent of all males) was dissatisfaction or boredom with school.
e.g: "Waste of time." (Second year Carpenter.)

(14) Reasons for Leaving School

In times of increasing unemployment, reasons for leaving school may differ from those in a more favourable economic climate. Responses were analysed to ascertain why subjects left school at the time they did. (See Table 13.)

TABLE 13. Subjects' reasons for leaving school.

	Reasons for Leaving School.																	
	Peers Left		Parental Pressure		Job Lined up		Dissatisfied		Age		Money		More Educ. Too Hard		Other		No Answer.	
Groups	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No	%
H1	1	4.54	0	0	11	50.0	4	18.18	0	0	0	0	1	4.54	5	22.72	0	0
H2	1	1.69	0	0	32	54.23	10	16.94	0	0	0	0	3	5.08	12	20.33	1	1.69
H3	0	0	0	0	18	50.0	6	16.66	2	5.55	0	0	1	2.77	8	22.22	1	2.77
H4	0	0	1	8.33	7	58.33	3	25.0	1	8.33	0	0	0	0	0	0	0	0
J	0	0	1	2.12	26	55.31	7	14.89	0	0	1	2.12	0	0	12	25.53	0	0
C1	0	0	3	3.45	31	35.63	13	13.79	0	0	5	5.75	2	2.3	29	33.33	4	4.6
C2	1	5.26	0	0	6	31.57	7	36.84	0	0	0	0	0	0	3	15.78	2	10.52
Females	2	1.55	1	0.78	68	52.71	23	17.83	3	2.33	0	0	5	3.88	25	19.38	2	1.55
Males	1	0.65	4	2.61	63	41.18	27	17.65	0	0	6	3.92	2	1.31	44	28.76	6	3.92

For all groups, except second year carpenters who chose dissatisfaction or boredom with school (36.84 percent), the main reason for subjects leaving school was that they had a job lined up. (females 52.71 percent, males 41.18 percent).

e.g. "I had a job I could start at..." (first year female)

" I was offered a job that I liked." (Joiner)

The second most frequent reason for all groups except second year carpenters, was dissatisfaction or boredon with school.

e.g.: "I was sick of it and wasn't really interested in the work." (fourth year female)

Females (6.97 percent) and males (9.8 percent) both stated as their third reason that they felt further school education was of no use. (subgroup of "other".)

e.g.: "There was no point in staying." (second year carpenter.)

While the next reason for females was in doubting their ability to cope with higher education (3.88 percent), males (7.84 percent) left because they wanted to work . (subgroup of "other".)

e.g.: " I found the S.C. work too hard and confusing." (second year female.)

"I wanted to earn my own keep." (second year carpenter)

Examples of responses labelled "other" which could not be reclassified:

"I couldn't take the pressures any longer. I had an emotional breakdown." (second year female.)

"Tradition usually asks you to leave at the end of the fifth form." (Joiner.)

Although eagerness to leave school was reflected in responses to earlier questions, it is noteworthy that a high proportion in fact had a job lined up before leaving. That is, they did not leave school on whim. Support is given to Tenen (1947), Jahoda (1949), Morse and Weiss (1955), Carter (1966) and Maizels (1970), in that dissatisfaction or boredom with school was a major reason in the decision to leave school.

(15) Feelings About School.

Further to investigating reasons for leaving school, it was thought that analysis of subjects' feelings about school (see tables 14, 15, and 16) would add further information to the nature of transition from school to work.

TABLE 14. Subjects' feelings about school - an overview.

	Felt About School							
	Positive		Negative		Balance		No Answer	
Groups	No.	%	No.	%	No.	%	No.	%
H1	14	63.64	7	31.81	1	4.55	0	0
H2	35	59.32	19	32.2	5	8.47	0	0
H3	24	66.67	9	25.0	3	8.33	0	0
H4	8	66.67	2	16.67	2	16.67	0	0
J	29	61.7	13	27.65	5	10.63	0	0
C1	43	49.43	30	34.49	9	10.34	5	5.74
C2	13	68.42	6	31.57	0	0	0	0
Females	81	62.8	37	28.68	11	8.53	0	0
Males	85	55.56	49	32.03	14	9.15	5	3.27

TABLE 15. Number of subjects indicating positive descriptions of their feelings about their last school.

Positive Statements	Groups.																	
	H1		H2		H3		H4		J		C1		C2		Females		Males	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Friendly	4	18.18	22	37.28	16	34.44	3	25.0	16	34.04	24	27.59	6	31.57	45	34.88	46	30.07
Up to date	3	13.63	9	15.25	5	13.89	2	16.67	13	27.65	11	12.54	6	31.57	19	14.73	30	19.61
Good Reputation	3	13.63	8	13.56	4	11.11	1	8.33	18	38.29	19	21.84	6	31.57	16	12.4	43	28.1
Accepts Views.	3	13.63	9	15.25	5	13.89	3	25.0	8	17.02	8	9.2	3	15.78	20	15.5	19	12.42
Good Clubs, Teams	8	36.36	26	44.06	14	38.89	4	33.33	19	40.42	29	33.33	9	47.36	52	40.31	57	37.25
Helps Everyone	4	18.18	6	10.16	5	13.89	4	33.33	11	23.4	14	16.09	5	26.31	19	14.73	30	19.61
Easy going	4	18.18	8	13.56	5	13.89	3	25.0	10	21.27	11	12.64	5	26.31	20	15.5	26	16.99
Good Education.	10	45.45	27	45.76	14	38.89	5	41.67	18	38.29	29	33.33	10	52.63	56	43.41	57	37.25
Efficient	2	9.09	9	15.25	3	8.33	2	16.67	3	6.12	12	13.79	4	21.05	16	12.4	19	12.42
Other	0	0	1	1.69	0	0	0	0	3	6.12	1	1.15	0	0	1	0.78	4	2.61

TABLE 16. Number of subjects indicating negative descriptions of their feelings about their last school

Negative Statements	H1		H2		H3		H4		J		C1		C2		Females		Males	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Too Strict	3	13.63	8	13.56	3	8.33	1	8.33	10	21.27	15	17.24	3	15.78	15	11.63	28	18.3
Not Enough Training	3	13.63	12	20.33	9	25.0	2	16.67	17	36.17	26	29.89	5	26.31	26	20.16	48	31.37
Too Many Rules	2	9.09	9	15.25	4	11.11	0	0	10	21.27	14	16.09	5	26.31	15	11.63	29	18.95
Too Set in Ideas.	2	9.09	11	18.64	7	19.44	0	0	7	14.49	13	14.94	4	21.05	20	15.5	24	15.69
Bad Reputation	3	13.63	9	15.25	6	16.67	2	16.67	3	6.12	5	5.75	0	0	20	15.5	8	5.23
Interested in Brainy Ones	3	13.63	11	18.64	5	13.89	0	0	15	31.91	11	12.64	3	15.78	19	14.73	29	18.95
Not Enough Discipline	1	4.54	8	13.56	6	16.67	3	25.0	3	6.12	2	2.3	0	0	18	13.95	5	3.27
Expected Too Much	2	9.09	1	1.69	2	5.65	0	0	6	12.76	4	4.6	2	10.52	5	3.88	12	7.84
Other	0	0	4	6.77	2	5.56	0	0	3	6.12	9	10.34	1	5.26	6	4.65	13	8.5

Most subjects expressed overall positive feelings about their last school (females 62.79 percent, males 55.56 percent) with 28.68 percent of females and 32.03 percent of males feeling negative overall.

The most frequent positive descriptions of their school were, for females, "offers a good standard of education" (43.41 percent), "good clubs and sports teams" (40.31 percent) and "friendly" (34.88 percent.) Males responded similarly, with the two former descriptions first equal (37.25 percent) the latter next with 30.07 percent.

Negative descriptions amongst females put "not enough practical training provided" in first place (20.16 percent) followed by "too set in its ideas" and "bad reputation." both with 15.5 percent. Again males responded similarly, with 31.37 percent mentioning the former, but with "too many rules" and "only interested in the brainy ones" next equal at 18.95 percent.

For females, then the four most frequent descriptions of their school, in order, were: offers a good standard of education; good clubs and sports teams; friendly; and not enough practical training provided. Males chose the same descriptions, in the order: good clubs and sports teams and offers a good standard of education, first equal; not enough practical training provided; friendly; and good reputation.

Differences between groups showed that more males than females thought not enough practical training was provided (Table 16, $X^2 = 5.959$, two tailed , $p < .050$.) There was also a trend for more females than males to feel there was not enough discipline (Table 16 $X^2 = 6.263$, two tailed, $p < .050$.), while more males than females felt their school had a good reputation (Table 15, $X^2 = 11.458$, two tailed, $p < .005$.)

Comments labelled "other" included largely negative references to teachers (4.58 percent of all males, 1.55 percent of all females.)

e.g. "Let its discipline fall on everyone except those who needed it."

Generally then, despite eagerness to leave school, the overall attitude towards school was of a positive nature for most subjects.

(16) Reasons For Choosing Careers.

Reasons for career choice, in general terms, were investigated. (See Table 17.) This was not intended as an inquiry into why subjects chose their particular occupation but to find what, for them, were the most important considerations in career choice.

TABLE 17. Apprentices' reasons for choosing a career. (Total times mentioned.)

Reasons For Career Choice	Groups.																	
	H1		H2		H3		H4		J		C1		C2		Females		Males	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Admired & Respected	0	0	1	1.69	0	0	2	16.67	1	2.13	6	6.9	0	0	3	2.33	7	4.58
Special Abilities	6	27.27	18	30.51	7	31.72	4	33.33	5	10.64	12	13.79	5	26.32	35	27.13	22	14.38
Interest in Job	17	77.27	39	66.1	27	75.0	6	50.0	27	57.45	50	57.47	10	52.63	89	68.99	87	56.86
Earn Money	1	4.55	6	10.17	2	5.56	2	16.67	18	38.3	38	43.68	11	57.89	11	8.53	57	37.25
Help Others	2	9.09	5	8.47	7	31.72	0	0	3	6.38	4	4.6	1	5.26	14	10.85	8	5.23
Meet People	10	45.45	30	50.85	18	50.0	4	33.33	1	2.13	3	3.45	0	0	62	48.06	4	2.61
Sport, Leisure	0	0	1	1.69	0	0	0	0	0	0	4	4.6	0	0	1	0.78	4	2.61
Contribute to Community	2	4.55	1	1.69	0	0	0	0	3	6.38	7	8.05	0	0	3	2.33	10	6.54
Secure & Stable	0	0	17	28.81	13	36.11	4	33.33	19	40.43	35	40.23	7	36.84	34	26.36	61	39.87
Promotion	1	4.55	1	1.69	0	0	0	0	2	4.26	6	6.9	0	0	2	1.55	8	5.23
Other	2	9.09	2	3.39	2	5.56	0	0	5	10.64	8	9.2	1	5.26	6	4.65	14	9.15

Several subjects indicated reasons for career choice but forgot to rank them. For that reason each item has been ranked according to the number of times mentioned irrespective of whether it was chosen but unranked, a first choice, or a second choice.

For females the three most frequently chosen items were: a real interest in the actual work (68.99 percent); chance to meet interesting people (48.06 percent); chance to use special abilities (27.13 percent). Close behind was secure and stable employment (26.36 percent) although no first year hairdressers chose this reason.
Males also chose a real interest in the actual work most often (56.86 percent), with secure and stable employment (39.87 percent) and a chance to earn money close behind. (37.25 percent). A chance to use special abilities ranked fourth at 14.38 percent. Comparing females and males, more males felt that a chance to earn money was one of the most important reasons for choosing a career (X^2 = 29.780, two tailed, $p < .005$), as was secure and stable employment. (X^2 = 7.116. two tailed, $p < .025$). There was also a trend for more carpenters than joiners to find the chance to use special abilities important (X^2 = 5.50, two tailed, $p < .050$), while more females than males felt that a chance to meet interesting people was important. (X^2 = 49.227, two tailed, $p < .005$).

Examples of reasons classed as "other" :

" Something I've always wanted to do."

" Ambitious, futuristic job."

Overall it appears that for females, interest, social aspects, and security took precedence over financial reward. Although males also valued interest and security, money featured prominently as a major consideration in career choice. Some support is given here to Keys (1926) and Harris (1928).

(17) Full-Time and Part-Time Jobs Prior to Starting the Apprenticeship.

The numbers of subjects who had held employment prior to their apprenticeship were tabulated, those in fulltime jobs represented in Table 47 (Appendix), and part-time

workers represented in Table 48. (Appendix.)

Several subjects had held one or more fulltime jobs between leaving school and beginning their apprenticeship, most of these holding just one. (16.28 percent of all females, 12.42 percent of all males.) The greatest number (females 72.09 percent, males 71.9 percent) had not held any fulltime job.

55.81 percent of females and 52.94 percent of males had not worked part-time between leaving school and starting their apprenticeship, while those who had held one job comprised 24.03 percent of all females and 20.92 percent of all males. Two part-time jobs had been held by 8.53 percent of females and 11.76 of males.

Of all females, 10.85 percent had held two to three such jobs (none had held more than three), compared with 21.57 percent of males who had held from two to five part-time jobs before commencing the apprenticeship.

More first than second year hairdressers held one or more part-time jobs (Table 48, $X^2 = 7.577$ two tailed, $p < .025$), 59.09 percent of first years and 32.20 percent of second years. Again, more first than third year hairdressers held one or more part-time jobs ($X^2 = 11.118$, two tailed, $p < .005$), 59.09 percent of first years, and 27.78 percent of third years.

It seems then that most apprentices had not worked before starting the apprenticeship, although approximately one third had held at least one part-time job between leaving school and starting the apprenticeship. Thus, most have entered their apprenticeship straight from school without direct experience of other full-time jobs.

(18) Decision To Start the Apprenticeship.

How soon before leaving school prospective apprentices decided to take an apprenticeship was investigated.

As seen in Table 49 (Appendix), the decision was, for most subjects, made over a year before leaving school. (Females 30.23 percent, males 33.33 percent) The next most frequent period was one to six months before leaving. (Females 24.81 percent, males 26.8 percent). The results

are thus similar to those of McEwan (1972)

Variations between groups indicate that most first year Hairdressers (31.81 percent) made their decision one to six months before leaving, with most fourth year Hairdressers (58.33 percent) deciding at the time of leaving school.

14.73 percent of females and 16.34 percent, of males decided after leaving school.

As the decision to take an apprenticeship seems to be made early for most subjects, there should be ample time for schools to implement a careers information programme to assist potential apprentices in gaining the information so many lack.

(19) Reasons For Starting The Apprenticeship.

It was hoped to ascertain reasons prompting young people to enter an apprenticeship and to determine, for instance, whether it is the result of parental pressure or an interest in the type of work. From Table 50 (Appendix), it can be seen that a liking for the job was the major reason for starting the apprenticeship for all groups (females 48.84 percent, males 49.67 percent), supporting Keys (1926) & Harris (1928). Second, was the opportunity to have a trade or skill behind one, with an eye to future security. (females 32.56 percent, males 20.92 percent.)

e.g: "Mainly because I was interested and fascinated by it." (First year female)

"I was interested in working with wood and it was a chance to have a trade, save money for when I get married." (Joiner)

Joiners were equally divided between this and because the job was available (17.02 percent) as their second major reason. Availability of the job was the third major reason for females (3.1 percent) and males (7.84 percent), with some variation between groups.

Reasons classed as "other" included statements to the effect that it was the first job available, it was a means to an end (e.g: self-employment), the subject had held part-time or holiday work in other positions within

the company, other apprenticeships were unavailable, or it was a good opening.

Overall, it appears that decisions to enter an apprenticeship were based not so much on knowledge or understanding of what the job may entail, but rather on appeal and indications of security.

(20) Help In Deciding To Take An Apprenticeship.

With decisions based on an apparent lack of detailed knowledge of specific job demands, subjects were asked who gave the most help during their decision-making. (See Table 51, Appendix.)

Most subjects felt they themselves had played the major role in deciding to take the apprenticeship, 45.74 percent of females and 58.17 percent of males, supporting Maizels (1970), Powel & Bloom (1962), and McEwan (1972). Parents were the next major force for 38.76 percent of females and 28.76 percent of males, supporting various writers including Baldock (1971), Meade (1975) and Esslinger (1976). Fourth year Hairdressers were an exception, seeing their parents as the major force (50.00 percent) with self next (33.33 percent.)

For females, careers and guidance counsellors came next (3.1 percent), followed closely by friends (2.33 percent) and other relatives (1.55 percent) Friends were the third influence for males (3.27 percent), with teachers (1.96 percent), other relatives and counsellors (both 1.31 percent) close behind.

Influences labelled "other" include the boss and other workers.

With subjects themselves and parents being the two major influences in decision-making, it is important that not only prospective apprentices but also their parents should be involved in basic careers instruction on apprentice-ships. Such is seldom the case.

(21) Adequacy of Pre-Entry Information.

Whether or not subjects felt they had enough pre-entry information about the apprenticeship, was queried (See Table 18.)

TABLE 18 Subjects' estimation of sufficiency of information prior to starting apprenticeship.

Subject had sufficient information.						
	Yes		No		No Answer	
Groups	No.	%	No.	%	No.	%
H1	18	81.82	4	18.18	0	0
H2	45	76.27	13	22.03	1	1.69
H3	20	55.56	16	44.44	0	0
H4	9	75.0	3	25.0	0	0
J	35	74.46	12	25.53	0	0
C1	58	66.67	29	33.33	0	0
C2	11	57.89	7	36.84	1	5.26
Females	92	71.32	36	27.91	1	0.78
Males	94	61.44	48	31.37	1	0.65

Although most subjects felt they did have enough information about the apprenticeship prior to starting it (females 71.32 percent, males 61.44 percent), a large proportion felt they did not (females 27.91 percent, males 31.37 percent), the largest group being third year hairdressers. (44.44 percent.)

Overall, more females felt they had enough information compared with those females who thought they did not, and males similarly. (X^2 = 23.65, $p < .005$; X^2 = 10.828, $p < .005$. Both two-tailed.) Joiners expressed similar sentiments. (X^2 = 10.299, two-tailed, $p < .010$).

It is evident, then, that subjects generally felt sufficiently well informed about their apprenticeship prior to entry. However, the numbers who felt they were not (approximately one quarter of the females and one third of the males) again high-light the need for more comprehensive pre-entry information.

(22) Sources of Information.

Information about apprenticeships and the job requirements of specific occupations are available from various sources. Which sources were in fact used by apprentices

prior to starting the apprenticeship were investigated and tabulated in Table 19.

Multiple answers were obtained from this question. Careers guidance counsellors were the major source for females (29.46 percent) of further information about the apprenticeship, followed equally (17.05 percent) by parents, friends, and a combination of employers and other workers. (subgroup of "others.") 12.04 percent gained further information through a holiday job, 6.98 percent from work experience or after-school work (subgroup of "others") and 6.2 percent from teachers. 4.5 percent cited other relatives. The results fail to confirm those of Maizels (1970).

For males, the pattern was very different. Parents were the major source of information (25.49 percent), followed by friends (20.92 percent), teachers and careers/ guidance counsellors (both 16.34 percent), and employees or other workers. (14.38 percent). Holiday jobs provided information for a further 13.07 percent, and other relatives for 8.5 percent.

For both sexes, sources labelled as "other" apart from those seen above, included the Labour Department, books, Building Council of New Zealand, and Institute of Hairdressing.

While males were more likely than females to have teachers as a reference source (X^2 = 7.759, two-tailed, $p < .025$) more females used careers or guidance counsellors. (X^2 = 9.891, two-tailed, $p < .010$.)

Variations between groups showed that third year hairdressers used parents as the major source (27.78 percent), then counsellors (25.0 percent), while fourth year hairdressers used mostly friends (41.66 percent), then employers and other workers. (33.33 percent). First year carpenters also broke the pattern for males, using friends first (24.14 percent) and counsellors second (19.54 percent).

The reliance of males on their parents for information, with teachers and guidance counsellors playing a relatively minor role, again emphasises the need for greater coverage of occupational information within schools before apprentices have entered employment. As very few apprentices

TABLE 19. Sources of information used by apprentices in finding out more about their apprenticeship before starting work.

Groups	Sources of Information.															
	Parents		Friends		Relatives		Teachers		Holiday Job		Counsellors		Other		No Answer.	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
H1	3	13.64	3	13.64	0	0	3	13.64	1	4.55	11	50.0	7	31.82	1	4.55
H2	6	10.16	10	16.94	4	6.77	2	3.38	11	18.64	18	30.5	18	30.5	1	1.69
H3	10	27.78	4	11.11	2	5.56	3	8.33	3	8.33	9	25.0	11	30.56	2	5.56
H4	3	25.0	5	41.66	0	0	0	0	1	8.33	0	0	4	33.33	1	8.33
J	17	36.17	6	12.76	1	2.12	12	25.53	6	12.76	6	12.76	10	21.27	1	2.12
C1	16	18.39	21	24.14	11	12.64	12	13.8	13	14.94	17	19.54	19	21.84	6	6.9
C2	6	31.57	5	26.31	1	5.26	1	5.26	1	5.26	2	10.52	5	26.31	1	5.26
Females	22	17.05	22	17.05	6	4.65	8	6.2	16	12.4	38	29.46	40	31.0	5	3.88
Males	39	25.49	32	20.92	13	8.5	25	16.34	20	13.07	25	16.34	34	22.22	8	5.23

were fortunate enough to have parents in the same (or related) field of employment as themselves, it is highly likely that information gained from parents is lacking in accuracy or adequate detail..

(23) Getting Into The Apprenticeship.

How apprentices finally entered their apprenticeship is tabulated in Table 20.

In line with Maizels' (1970) findings, answering an advertisement was the means by which most females (34.11 percent) entered their apprenticeship; in contrast, most males (31.37 percent) entered through the help of their parents, failing to confirm McEwan's 1972 results.

For females, making one's own enquiries was the next most frequent means of entry (18.6 percent), followed by the help of parents (15.5 percent), calling at the firm (9.3 percent), having the job offered to them (subgroup of "other", at 7.75 percent), through the help of other relatives (5.43 percent), help of friends (3.88 percent), and through counsellors or through acquaintances within the firm. (both 1.55 percent.)

Making one's own enquiries was the second major means for males (24.18 percent), followed by answering an advertise-ment (20.26 percent), calling at the firm (7.84 percent), through help of other relatives or having the job offered to them (both at 3.27 percent), with teachers, friends and connections within the firm each accounting for 2.61 percent. No males entered the apprenticeship through the help of a careers or guidance counsellor. Males were more likely than females to have entered through parents' help, with females more likely to have answered an advertisement. (X^2 = 12.344, two-tailed, $p < .005$).

Fewer first year than other hairdressers made use of their parents' help to enter the apprenticeship, only 9.09 percent.

The pattern for males again illustrates the influence of parents and emphasises points made earlier.

TABLE 20 Means by which subjects entered their apprenticeships.

	Means of Entry.																			
	Parents		Teachers		Friends		Counsell-ors.		Advert.		Called at Firm		Own Enquiries		Relative		Other		No Answer	
Groups	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
H1	2	9.09	1	4.55	0	0	0	0	7	31.82	4	18.18	4	18.18	1	4.55	3	13.64	0	0
H2	11	18.64	0	0	2	3.38	1	1.69	17	28.81	6	10.16	11	18.64	1	1.69	9	15.25	0	0
H3	5	13.88	0	0	2	5.55	1	2.77	17	47.22	1	2.77	7	19.44	2	5.55	1	2.77	0	0
H4	2	16.66	0	0	1	8.33	0	0	3	25.0	1	8.33	2	16.66	3	25.0	0	0	0	0
J	18	38.29	2	4.25	0	0	0	0	8	17.02	6	12.76	7	14.89	1	2.12	5	10.63	0	0
C1	24	27.59	2	2.3	3	3.45	0	0	21	24.14	4	4.6	25	28.74	3	3.45	4	4.6	1	1.15
C2	6	31.57	0	0	1	5.26	0	0	2	10.52	2	10.52	5	26.31	1	5.26	0	0	2	10.52
Females	20	15.5	1	0.78	5	3.88	2	1.55	44	34.11	12	9.3	24	18.6	7	5.43	13	10.08	0	0
Males	48	31.37	4	2.61	4	2.61	0	0	31	20.16	12	7.84	37	24.18	5	3.27	11	7.19	3	1.96

(24) Feelings on Startingthe Apprenticeship.

Most subjects were eager to leave school, but did they feel as positive on starting work? (See Table 21).

Table 21. Feelings of subjects on starting the apprenticeship.

Groups	Feelings.									
	Positive		Negative		Neutral		Mixture		No Answer	
	No.	%	No.	%	No.	%	No.	%	No.	%
H1	14	63.64	2	9.09	0	0	5	22.73	1	4.55
H2	37	62.71	14	23.72	1	1.69	6	10.16	1	1.69
H3	19	52.77	7	19.44	2	5.55	8	22.22	0	0
H4	5	41.66	3	25.0	0	0	4	33.33	0	0
J	25	53.19	10	21.27	2	4.25	6	12.76	4	14.81
C1	63	72.41	6	6.9	11	12.64	6	6.9	1	1.15
C2	15	78.94	1	5.26	0	0	1	5.26	2	10.52
Females	75	58.14	26	20.16	3	2.33	23	17.83	2	1.55
Males	103	67.32	17	11.11	13	8.5	13	8.5	3	1.96

Positive feelings were experienced by most subjects on starting their apprenticeship (females 58.14 percent, males 67.32 percent); 20.16 percent of females and 11.11 percent of males felt negative, 17.83 percent of females and 8.5 percent of males experienced a mixture of feelings, while neutral expressions of feeling were made by 2.33 percent of females and 8.5 percent of males.

Fewer fourth year hairdressers than any other subjects reported positive feelings, but this may be an artifact of time.

More joiners than carpenters expressed negative feelings on starting the apprenticeship ($X^2 = 6.840$, two tailed, $p < .025$) and there was also a trend for more joiners to have expressed neutral or mixed feelings. ($X^2 = 6.332$, two-tailed, $p < .050$.)

e.g: Positive : "On top of the world."

Negative : "Scared, a wee bit uncertain."

Neutral: " I had been working for three months before so it didn't make any difference."

Mixed: "Excited. Afraid of what was before me."

The initial impact of starting work was, for most, a positive experience, carrying over from the eagerness to leave school.

(25) Induction To the Firm.

Induction of new employees to their place of employment should cover several factors to facilitate settling in and to provide necessary information. Some of these factors were investigated, the results tabulated in Tables 22,23,24 and 52 (Appendix)

(a) Shown Around the Firm: A tour of the entire work place may not always be provided, but it was hoped that new apprentices would have been granted this.

Females were more likely than males to have been shown around all or much of the firm for which they were working, while males tended to be shown little or none. (Table 22 , $X^2 = 17.077$, two-tailed, $p < .005$). This may result from females being employed in a smaller workspace than were males, although more joiners than carpenters were shown around all or much of the firm ($X^2 = 13.001$, two-tailed, $p < .005$). In all 82.17 percent of females and 56.86 percent of males were shown around all or much of the firm, with 17.05 percent of females and 37.91 percent of males being shown around little or none.

TABLE 22. Numbers of subjects who were shown around all, much, little, or none of the firm.

	Shown Around Firm.									
	All of it.		Much of it.		Little of it.		None of it		No Answer.	
Groups	No.	%	No.	%	No.	%	No.	%	No.	%
H1	14	63.64	4	18.18	1	4.55	2	9.09	1	4.55
H2	41	69.49	6	10.16	8	13.55	4	6.77	0	0
H3	24	66.67	7	19.44	4	11.11	1	2.78	0	0
H4	8	66.67	2	16.67	1	8.33	1	8.33	0	0
J	29	61.7	9	19.14	5	10.63	3	6.38	1	2.12
C1	28	32.18	14	16.09	21	24.14	18	20.69	6	6.9
C2	3	15.78	4	21.05	3	15.78	8	42.1	1	5.26
Females	87	67.44	19	14.73	14	10.85	8	6.2	1	0.78
Males	60	39.22	27	17.65	29	18.95	29	18.95	8	5.23

(b) Introduction To Workmates. Table 52, (Appendix) tabulates numbers (and percentages) of subjects who were/were not introduced to their workmates. Few subjects were not introduced, namely 10.08 percent of females and 14.38 percent of males.

(c) Explanation of Company Rules and Regulations. One would imagine an explanation of company rules and regulations to be a vital, necessary procedure in induction. However, it proved to be lacking for a good many apprentices. (See Table 23.)

TABLE 23. Number of subjects receiving or failing to receive an explanation of company rules and regulations.

Groups	Explanation Given					
	Yes		No		No Answer	
	No.	%	No.	%	No.	%
H1	15	68.18	7	31.82	0	0
H2	45	76.27	14	23.72	0	0
H3	24	66.67	12	33.33	0	0
H4	7	58.33	5	41.67	0	0
J	20	42.55	25	53.19	2	4.25
C1	40	45.98	45	51.72	2	2.3
C2	6	31.57	13	68.42	0	0
Females	91	70.54	38	29.46	0	0
Males	66	43.14	83	54.25	4	2.61

Although most females had the company rules and regulations explained on first starting work (70.54 percent), males did not, a total of 54.25 percent failing to receive such explanations. Females were more likely than males to have been informed of the rules and regulations. (X^2 =19.377, two-tailed, $p < .005$)

(d) Told Source of Help or Information. Table 24 indicates numbers of those who were/were not told who to go to for help or information.

TABLE 24. Number of subjects who were/were not told who to go to for help or information.

	Told Source of Help.					
	Yes		No		No Answer.	
Groups	No.	%	No.	%	No.	%
H1	15	68.18	7	31.82	0	0
H2	38	64.4	20	33.89	1	1.69
H3	20	55.56	16	44.44	0	0
H4	7	58.33	5	41.67	0	0
J	38	80.85	8	17.02	1	2.12
C1	58	66.67	28	32.18	1	1.15
C2	12	63.15	7	36.84	0	0
Females	80	62.02	48	37.21	1	0.78
Males	108	70.59	43	28.1	2	1.31

Males fared slightly better than females here; 62.02 percent of females were told who they could go to for information or help, compared with 70.59 percent of males. However, 37.21 percent of females and 28.1 percent of males were not so informed.

Joiners were more likely than carpenters to have been told, on starting, who to go to for help orinformation. (X^2 = 9.118, two-tailed, $p < .010$).

It appears that basic induction procedures for apprentices have obvious shortcomings, particularly for males and largely in the area of explanation of company rules and regulations.

(26) Information Lacking.

Subjects were asked for details on information they thought, in retrospect, should have been provided when they began the apprenticeship. (See Table 25.)

TABLE 25. Items about which subjects felt they sould have been told on starting the apprenticeship.

Groups	Should Have Been Told																			
	Work Process, Equipment		Rules, Conditions		Safety		Job Desc. -ription, Explain		Source of Info.		Exams		Apprentice ship Stages		Nothing		Other		No Answer	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
H1	1	4.55	2	9.09	0	0	0	0	0	0	0	0	1	4.55	7	31.82	0	0	12	54.56
H2	2	3.38	6	10.16	0	0	2	3.38	0	0	1	1.69	2	3.38	35	59.32	8	13.55	19	32.2
H3	2	5.56	5	13.89	0	0	0	0	1	2.78	2	5.56	1	2.78	17	47.22	2	5.56	7	19.44
H4	0	0	0	0	0	0	1	8.33	0	0	0	0	2	16.67	6	50.0	0	0	3	25.0
J	5	10.63	1	2.12	1	2.12	1	2.12	1	2.12	0	0	0	0	16	34.04	2	4.25	20	42.56
C1	5	5.76	2	2.3	2	2.3	2	2.3	0	0	0	0	0	0	36	41.38	2	2.3	38	43.68
C2	1	5.26	0	0	0	0	0	0	0	0	0	0	0	0	12	63.15	0	0	6	31.57
Females	5	3.88	13	10.08	0	0	3	2.33	1	0.78	3	2.33	6	4.65	65	50.39	10	7.75	41	31.78
Males	11	7.19	3	1.96	3	1.96	3	1.96	1	0.65	0	0	0	0	64	41.83	4	2.61	64	41.83

Asked if there was anything they were not told about or shown which should have been explained right at the start, 82.17 percent of females and 83.66 percent of males either replied "no" or gave no answer.

Of the remainder, the most frequent areas of concern and inadequate information were working conditions and rules , for 10.08 percent of all females.

e.g.: "When and how to apply for holidays." (first year).

"Wages, sick pay." (second year)

"It should have been explained that we didn't have anytime for tea on our late night, sometimes no lunch on busy days." (Third year.)

Not only were these instances indicative of a serious lack of communication, some also appear to be a breach of labour regulations.

Remaining areas of inadequate information were, for females, apprenticeship stages (4.65 percent) and terms of the apprenticeship. (4.65 percent)

e.g: obligations and rights. (subgroup of "other".)

e.g. "I should have had the facts about my apprenticeship explained properly. I should know my rights as an apprentice....." (Second year.)

"More about what was ahead of me and having to come back to school. How long 8000 hours really meant." (fourth year.)

Work processes and use of equipment were cited by 3.88 percent of all females.

e.g. "How to control the dryers properly." (first year.)

Job description and explanation, examinations, and details about study requirements were next (mentioned by 2.33 percent of all females.)

e.g. " I should have had my duties explained... it was taken for granted that because I had worked part-time that I knew what to do." (Second year.)

"The amount of practical, cleaning duties, what you do at Tech." (Third year.).

Those who did require further information on starting their apprenticeship, although a minority, have been quoted here in greater depth than elsewhere to illustrate the seriousness of some of the claims and to highlight the deficiencies in imparting to new and prospective apprentices the very nature of their apprenticeship, particularly in rights and obligations.

Aspects of work processes and use of equipment accounted for most of the males who had inadequate inform - ation initially. (7.19 percent).

e.g. "Different machines I could and couldn't use." (Joiner).

"I wasn't shown the correct way of doing foundations and tying steel, etc., and of course I was blown up about that." (second year carpenter.)

Terms of the apprenticeship (subgroup of "other"), work conditions and rules, safety requirements, and job description and explanation each accounted for 1.96 percent of all males.

e.g. "Who to believe - the boss or the foreman." (first year Carpenter.)

"Safety on the job ." (first year Carpenter.)

"The longer I was there the more I found I was supposed to have done." (Joiner)

"I think I should have been told about the Apprenticeship Commission, Students' Association, etc., so that I would know what to do if any problems arose." (Joiner)

(27) Encouragement To Learn.

Whether apprentices felt they were encouraged to learn, or whether they may have instead been left to their own devices, was investigated. (See Table 53, Appendix.)

Most felt that someone in the firm encouraged them to learn, a total of 85.27 percent of females and 85.62 percent of males.

(28) Comparing Work and School.

For full details see Table 54. (Appendix.) 95.35 percent of females and 94.12 percent of males felt work was better than school.

(29) Reasons For Preferring Work to School.

With so many subjects preferring work to school, it was hoped to ascertain reasons for this. Results are tab - ulated in the Appendix, Table 55 and 56.

In comparing work and school, 75.19 percent of females and 71.9 percent of males made positive statements about their job.

e.g: "I'm involved with people and enjoy doing them a service." (Third year female.)

"You're doing something you like and getting paid for it." (First year carpenter.)

12.4 percent of females and 16.34 percent of males gave a mixture of positive comments about work and negative comments about school.

e.g. "At work you are treated as an individual, where- as at school you are just one of a mass." (Third year female.)

Of those who felt work was worse than school, most made negative comments about work. (3.38 percent of all females, 1.96 percent of all males.)

e.g.: "You can't have as much fun. Not with friends all the time." (first year Carpenter.)

Overall features of the job are the prime reason for preferring work to school.

(30) Change of Feelings.

After an initial enthusiasm (for most) on starting work, had subjects undergone a change of attitude during their time on the job? Results may be seen in Table 57 (Appendix.) and Table 26.

Approximately one third of all subjects said their feelings had changed since beginning the apprenticeship (females 37.98 percent, males 30.72 percent) the highest number occuring in the groups of second and third hairdressers (42.37 percent and 41.67 percent respectively.)

The main reason for this change was, for females, related to training.(8.53 percent of all females.)

e.g. "I feel the apprenticeship is far too long." (second year female.)

"I didn't realise that I had exams, swotting etc. to do otherwise I don't know that I would have taken an apprenticeship." (second year female.)

TABLE 26. Reasons for change of feelings since starting apprenticeship amongst subjects who experienced such a change.

Groups	Reasons for Change.																	
	Greater Satisfac-tion.		Dissat-isfied		Now Know Require-ments.		Conditions		Social		Tech. Course Training.		Length		Other		No Answer	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
H1	0	0	1	4.55	2	9.09	0	0	0	0	1	4.55	1	4.55	1	4.55	16	72.73
H2	2	3.88	6	10.16	6	10.16	5	8.47	0	0	6	10.16	1	1.69	3	5.08	35	59.32
H3	1	2.78	3	8.33	1	2.78	0	0	1	2.78	3	8.33	4	11.11	2	5.56	19	52.77
H4	0	0	0	0	0	0	1	8.33	0	0	1	8.33	1	8.33	0	0	9	75.0
J	1	2.12	1	2.12	0	0	4	8.51	2	4.25	3	6.38	1	2.12	1	2.12	36	76.59
C1	7	8.05	7	8.05	1	1.15	5	5.75	4	4.6	2	2.3	0	0	3	3.45	59	67.82
C2	1	5.26	3	15.78	0	0	1	5.26	0	0	0	0	0	0	0	0	14	73.68
Females	3	2.33	10	7.75	9	6.98	6	4.65	1	0.78	11	8.53	7	5.43	6	4.65	79	61.24
Males	9	5.88	11	7.19	1	0.65	10	6.54	6	3.92	5	3.27	1	0.65	4	2.61	109	71.24

7.75 percent of females expressed feelings of boredom or dissatisfaction, particularly at the repetitive nature of the work.

e.g.: "Getting no inspiration, feel as if you're not learning anything." (Second year female.)

Now being aware of the requirements was mentioned by 6.98 percent of all females.

e.g: "I have more insight as to what goes on..it's not as I thought it would be..." (First year.)

Changed feelings because of working conditions, rules, and the boss accounted for another 4.65 percent.

e.g. "I'm not being taught enough in the salon and my boss can't be bothered." (Second year.)

2.33 percent now experienced increased satisfaction and enjoyment.

"At first I thought it would be horrible but now I think it's quite good." (third year.)

Sample comments from the category "other"

"Your rights are not much. There are a lot of contradictions in the Apprenticeship Act. Labour Department to me is not that good. Our rights are really left to employer." (Second year.)

"When I look back I have doubts as to whether I would start again, but loved it at the time." (Third year.)

Males found boredom and dissatisfaction the most frequent reason for changed feelings (7.19 percent of all males.)

e.g.: "I'm starting to think about what I'm going to do when I'm out of my time and it's certainly not going to be Carpentry." (Second year carpenter.)

"I now know that it isn't at all a glorious job. It's hard, boring, and repetitious. I'll not leave it but I won't like it either." (Joiner.)

Working conditions, rules and the boss came next. (6.54 percent.)

e.g.: "Get blamed for all the mistakes." (first year Carpenter.)

"I have more say on the job." (first year Carpenter) Third most frequent were references to greater satisfaction and enjoyment. (5.88 percent).

e.g: "I enjoy it more." (Second year Carpenter.)

"Know I'm doing better, I can do something right the first time and be pleased with the result." (First year Carpenter.) Social aspects (3.92 percent), and Technical Institute courses and training (3.27 percent) were next.

e.g. "Have grown to really like my workmates." (first year Carpenter.)

"I don't really like the length of the block courses." (Joiner)

Examples of "other" comments:

"I'm worried about not passing exams." (Joiner.)

(31) Features Liked Best About the Apprenticeship.

It was hoped to locate the most popular features of the apprenticeships. (See Table 27.) Patterns of response varied from group to group. More males than females liked their working conditions best. (X^2 = 13.795, two-tailed, $p < .005$). There was a trend for more females than males to have liked the training and qualifications best and for more males to have liked the sense of responsibility. (X^2 = 5.266, two-tailed, $p < .050$.)

20.93 percent of females found the security of their job the factor they most liked in their apprenticeship.

e.g. "When you're finished you have a job behind you." (Fourth year.)

"The way that you feel fairly stable with your employer knowing that he can't just sack you, it takes a good reason." (second year.)

Second equally most popular were social aspects and the training and qualifications (both 20.16 percent.)

e.g.: "I like working with the others in my salon and you also get to meet other people." (first year.)

"It was an achievement to pass exams and to complete my apprenticeship. To have hours accredited to you." (Fourth year.)

TABLE 27. Features which subjects liked best about their apprenticeships.

Groups	Features Liked Best.																	
	Skills, Processes		Conditions		Social		Training, Qualif.		Satisfied		Pay, Fringe Benefits.		Security		Other		No Answer.	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
H1	4	18.18	3	13.63	7	31.81	2	9.09	3	13.63	0	0	2	9.09	2	9.09	7	31.81
H2	10	16.94	3	5.08	9	15.25	13	22.03	4	6.77	1	1.69	17	28.81	5	8.47	11	18.64
H3	5	13.89	4	11.11	8	22.22	8	22.22	5	13.89	1	2.78	5	13.89	4	11.11	7	19.44
H4	3	25.0	1	8.33	2	16.67	3	25.0	0	0	0	0	3	25.0	1	8.33	2	16.67
J	8	17.02	9	19.14	7	14.89	4	8.51	12	25.53	2	4.25	3	6.38	1	2.12	7	14.89
C1	14	16.09	21	24.14	19	21.84	10	11.5	11	12.64	7	8.05	17	19.54	4	4.6	9	10.34
C2	1	5.26	8	42.1	0	0	4	21.05	2	10.52	4	21.05	2	10.52	0	0	1	5.26
Females	22	17.05	11	8.53	26	20.16	26	20.16	12	9.3	2	1.55	27	20.93	12	9.3	27	20.93
Males	23	15.03	38	24.84	26	16.99	18	11.76	24	15.69	13	8.5	22	14.38	5	3.27	17	11.11

Work processes and skills were next in order of liking (17.05 percent).

e.g.: "Being able to experience and practise new and your own ideas." (First year.)

"Being able to cut hair and style it." (Second year.)

9.3 percent favoured the sense of responsibility, achievement, or enjoyment.

e.g.: "Being left in charge of the salon." (Third year.)

8.55 percent referred to aspects of working conditions

e.g.: "My place of employment." (Second year.)

Males liked best the working conditions. (24.84 percent.)

e.g.: " Variety of work." (Joiner.)

" You are inside and outside." (First year Carpenter.)

Social aspects of the job gained second place. (16.99 percent)

e.g: "Making friends." (First year Carpenter.)

Third most popular was the sense of responsibility, achievement, or enjoyment. (15.69 percent.)

e.g.: "The work...the satisfaction of doing a job - being taught and then doing it right - you've learnt something." (First year Carpenter.)

Close behind were work processes and skills (15.03 percent) and the secure nature of the job.

e.g. "The building." (Second year Carpenter.)

"Guaranteed work for three years in a very depressed industry." (first year Carpenter.)

11.76 percent liked the training and qualifications.

e.g.: "Learning more about the trade." (Joiner.)

The area most Joiners liked was the sense of responsibility, achievement or enjoyment (25.53 percent), with working conditions second. (19.14 percent.)

Features most popular were thus varied, with working conditions (for males) and security, social aspects, training and qualifications (for females) taking precedence.

(32) Features Disliked About the Apprenticeship.

As it is rare for anyone to like all aspects of work, subjects were asked to state what they most disliked about their apprenticeship. (See Table 28.)

In contrast to Maizels' findings (1970) pay provided the chief source of discontent for females (27.13 percent).

e.g. "Poor wages." (first year.)

Secondly, working conditions. (21.71 percent).

e.g.: "Sometimes still being treated like a junior." (Fourth year.)

"Getting my hands dirty and losing my nails." (Third year.)

Aspects of training and examinations featured as the third aspect disliked about the apprenticeship (18.6 percent).

e.g.: "Not being shown enough by employer. Having to learn certain skills for myself." (Third year.)

"If you fail an exam (e.g. First Qualifying) you have to wait until the next year to sit it again and not even allowed to sit the Second Qualifying as well even if you had been learning that work all year." (First year.)

The Technical Institute and length and content of courses (subgroup of "other") dissatisfied 10.077 percent of females.

e.g. "The block courses at Tech. aren't long enough- work is all crammed in and have to swot it at last minute." (Second year.)

"The theory work." (Fourth year.)

At 4.65 percent each, exams and length of apprenticeship came next. (subgroup of "other".)

e.g. "Exams." (Fourth year.)

"It's too long." (Fourth year.)

Work processes and skills, and social aspects were both mentioned by 3.88 percent.

e.g. "I'm not keen on perming hair." (First year.)

" I hate the way people think of you as inferior just because you are still in your apprenticeship." (First year.)

TABLE 28. Features which subjects disliked about their apprenticeship.

Groups	Features Disliked.													
	Processes, Skills		Conditions		Social		Training		Pay, Fringe Benefits		Other		No Answer	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
H1	1	4.54	2	0.09	1	4.54	3	13.63	5	22.72	9	40.91	5	22.72
H2	3	5.08	16	27.11	2	3.38	13	22.03	21	35.59	27	45.76	7	11.86
H3	1	2.77	7	19.44	2	5.55	7	19.44	6	16.66	5	13.88	13	36.11
H4	0	0	3	25.0	0	0	1	8.33	3	25.0	6	50.0	3	25.0
J	0	0	17	36.17	5	10.63	1	2.12	1	2.12	11	23.4	14	29.78
C1	9	10.34	14	16.09	17	19.54	5	5.75	14	16.09	16	18.4	26	29.89
C2	0	0	4	21.05	3	15.78	1	5.26	1	5.26	6	31.57	4	21.05
Females	5	3.88	28	21.71	5	3.88	24	18.6	35	27.13	47	36.43	28	21.71
Males	9	5.88	35	22.88	25	16.34	7	4.58	16	10.46	33	21.57	44	28.76

11.63 percent of "other" comments could not be re-classified.

e.g: "How employer of large chain of firms can enter N.Z. and rip off young worker who don't know any better and you can't do a thing about it or you get it in the neck." (Third year.)

For males, working conditions were most often mentioned as the factors disliked about the apprenticeship. (22.88 percent of all males.)

e.g.: "Frosts, boring work." (Second year Carpenter.)

"The way the Carpenters look on you, some of them use you for the dirty jobs and sometimes you are used like a labourer." (First year Carpenter.)

"Picked on to do the rotten jobs." (Joiner.)

Social aspects were next. (16.34 percent.)

e.g. "Usually expected to know everything about everything or nothing aboutanything depending on the person I am working with" (First year Carpenter.)

11.76 percent referred to the Technical Institute or length of courses. (Subgroup of "other".)

e.g. "Going to Tech. for so long at a time." (Second year Carpenter.)

Pay came next, with 10.46 percent of males.

e.g.: "Low pay when first starting." (Joiner.)

7.84 percent disliked "nothing." (subgroup of "other".)

5.88 percent referred to specific work processes.

e.g.: "Labouring and concrete work." (First year Carpenter.)

Aspects of training were mentioned by 4.58 percent.

e.g."... when you're being shown how to do something and the prople showing you have very different ideas and I get into trouble with someone (else) for doing it the wrong way." (Joiner.)

Overall, more males than females (X^2 = 12.034, two-tailed, $p < .005$), disliked social aspects of the apprenticeship, while more females disliked the pay (X^2 = 6.353, two-tailed, $p < .050$.)

Features most disliked about the apprenticeship are those which are most likely to result in job turnover or

indissuading would-be apprentices from undertaking an apprenticeship. To recapitulate, these were (for females) pay and working conditions and, for males, working conditions, the latter lending support to Maizels (1970)

(33) Choose the Job Again.

One's attitude to a job may be changed after experience with the job's requirements. Even if that experience has been favourable, this may not necessarily mean that one would choose the same job again given a second chance. Table 58 (Appendix) shows responses to this question, while Tables 29 and 30 respectively show reasons for choosingor not choosing the same job again.

Although most subjects would choose the job again (females 62.02 percent, males 54.9 percent), approximately one third were uncertain, (females 32.56 percent, males 34.64 percent).

Those who would choose the job again gave as the main reason the feeling of enjoyment, achievement, or responsibility. (49.61 percent of all females, 39.87 percent of all males.)

e.g: "I love my work, I really do." (First year female.)

"It's real smooth man, real cool." (Joiner.)

The second reason for choosing the job again was the security of the occupation, (females 5.43 percent, males 3.27 percent.)

e.g. "It's a solid trade, always of use." (Second year Carpenter.)

"It's sonething you can fall back on." (Third year female.)

Of those who would not choose their job again, only half gave reasons, the main one for females (2.33 percent of all females) being aspects of the training.

e.g: "I tried in it, I was a success in it and nobody helped me one step along the way. It's nice to have a helping hand sometimes." (Third year.)

Males who would not enter the same job again would mostly prefer another occupation. (3.92 percent of all males)

e.g.: " I would try something different." (Joiner.)

TABLE 29. Reasons for choosing the same job again, given by those subjects who would so choose.

Groups	Reasons for Choosing Again.																	
	Processes		Conditions		Social		Training		Satisfied		Pay		Security		Other		No Answer.	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
H1	0	0	1	4.54	0	0	0	0	14	63.63	0	0	0	0	1	4.54	6	27.27
H2	1	1.69	0	0	2	3.38	0	0	30	50.85	0	0	3	5.08	5	8.47	16	27.11
H3	1	2.77	0	0	1	2.77	0	0	17	47.22	0	0	2	5.55	1	2.77	10	27.78
H4	0	0	1	8.33	0	0	0	0	3	25.0	0	0	0	0	0	0	5	41.66
J	1	2.12	1	2.12	0	0	1	2.12	23	48.94	1	2.12	1	2.12	1	2.12	12	25.53
C1	2	2.3	2	2.3	1	1.15	0	0	32	36.78	0	0	4	4.6	3	3.45	38	43.68
C2	0	0	1	5.26	0	0	0	0	6	31.57	1	2.12	2	10.52	1	5.26	7	36.84
Females	2	1.55	2	1.55	3	2.33	0	0	64	49.61	0	0	5	3.88	7	5.43	40	31.01
Males	3	1.96	4	2.61	1	0.65	1	0.65	61	39.87	2	1.31	7	4.58	5	3.27	58	37.91

TABLE 30 Reasons for not choosing the same job again, given by subjects who would not return given a second chance.

Groups	Reasons For Not Choosing Again.							
	Training		Pay		Other		No Answer.	
	No.	%	No.	%	No.	%	No.	%
H1	0	0	0	0	0	0	0	0
H2	2	3.38	0	0	1	1.69	0	0
H3	1	2.77	0	0	0	0	1	2.77
H4	0	0	0	0	0	0	2	16.66
J	0	0	0	0	5	10.63	2	4.25
C1	0	0	0	0	3	3.45	2	2.3[illegible]
C2	0	0	1	5.26	0	0	1	5.26
Females	3	2.33	0	0	1	0.78	3	2.33
Males	0	0	1	0.65	8	5.23	5	3.28

The level of uncertainty on whether or not to choose the same job again may be cause for concern amongst employers and training institutions. As few gave reasons for definitely not choosing the job again, it is difficult to draw firm conclusions on reasons for this uncertainty. One can merely assume it might be a function of dissatisfaction with the apprenticeship system or with the job.

(34) Five Years Hence.

Asked if they expected to be in the same job in five years' time (see Table 59 Appendix), more females than males expected to be (X^2 =22.857, $p < .001$) More males expected to be in a different job or were uncertain.

The females' responses were thus similar to those of both McEwan's (1972) and Swift's (1973) male subjects. Whereas 41.81 percent of males (females 62.02 percent) expected to be in the same job, 50.98 percent were uncertain or expected to be in a different job completely. Certainly females appeared from this to be a more stable employment prospect.

11.63 percent of all females expected to be married

in five years time with the greatest expectation amongst third years (25 percent) compared with only 6.45 percent of first, second, and fourth years combined.

(35) Improvements in the Apprenticeship System.

Subjects were asked if they thought the apprenticeship system could be improved (See Table 60, Appendix) and, if so, to give their suggestions for improvement.(Table 31).

More females than males thought the apprenticeship system could be improved (X^2 =9.577, two tailed, p< .010) 63.57 percent and 42.48 percent respectively.

For females (17.05 percent) the main need for improvement was seen to be training methods, especially at the salons.

e.g: "The salons could be made to give far more tuition for apprentices as Tech. is the only time that you get tuition properly." (Third year.)

Length of apprenticeship showed need for improvement for 13.18 percent of females.

e.g.: "Shortened by about a year." (Third year.)

10.08 percent felt pay should be improved.

e.g. "....the wages are rotten especially if you're not living at home and also for the amount of work you do you should earn more." (First year.)

The examination and certification system was cited by 9.3 percent with several requests for internal assessment.

e.g. "... probably internally assessed on work during year, not exam theory on end." (Second year.)

8.53 percent of females wanted more say and better treatment for apprentices (subgroup of "other.")

e.g.: "People from the Labour Department should come around and check the juniors and intermediates are getting proper training and wages." (Second year.)

" Apprentices should be given a little more control over their work conditions and the treatment they receive." (Second year.)

The Technical Institute was seen as in need of improvement by 3.88 percent.

e.g.: " I don't think you should go to Tech. in block courses...you should go once a fortnight." (First year.)

TABLE 31 Subjects' suggestions for improvements in the apprenticeship system.

Groups	Improvements.															
	Pay		Length		Tech.Inst		Training		Exams, Cert-ification		Travel		Other		No Answer.	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
H1	4	18.18	0	0	2	9.09	4	18.18	3	13.63	0	0	3	13.63	8	36.36
H2	4	6.77	9	15.25	3	5.08	10	16.94	5	8.47	0	0	14	27.73	24	40.67
H3	2	5.55	5	13.88	0	0	7	19.44	2	5.55	0	0	6	16.66	13	36.11
H4	3	25.0	3	25.0	0	0	1	8.33	2	16.66	0	0	2	16.66	4	33.33
J	2	4.25	1	2.12	4	8.51	1	2.12	0	0	2	4.25	4	8.51	33	70.21
C1	3	3.45	6	6.9	12	13.79	7	8.05	2	2.3	0	0	8	9.2	53	60.91
C2	1	5.26	1	5.26	2	10.52	0	0	0	0	0	0	3	15.78	12	63.15
Females	13	10.08	17	13.18	5	3.88	22	17.05	12	9.3	0	0	25	19.38	49	37.98
Males	6	3.92	8	5.23	18	11.76	8	5.23	2	1.31	2	1.31	15	9.8	98	64.05

Further comments labelled "Other" referred to improved service necessary by the Labour Department, more information on what the job involves, and on apprentices' rights.

Variations between groups indicated that fourth year hairdressers saw the pay and length of apprenticeship equally as the areas most in need of improvement, (25.0 percent) while first years felt pay was the second most important need. This was the only group not to refer to length of apprenticeship.

For males, the Technical Institute was the area most in need of improvement. (11.76 percent).

e.g. "Tech. should be split up into three week courses." (Second year Carpenter.)

Length of apprenticeship and training methods were both mentioned by 5.23 percent.

e.g.: "Shorter time in apprenticeship." (Joiner.)

"By going to different firms and seeing what different ideas are being done." (Joiner.)

"There is not enough teaching on the actual job." (First year Carpenter.)

Improved pay (3.92 percent) and more say, and better treatment for apprentices (subgroup of "other", at 3.27 percent) were next.

With nearly two thirds of females expressing the belief that the apprenticeship system could be improved, it would be advisable to take note of their reasons. To recapitulate, the major need was seen to be for improved training especially at the salon, followed by a change in length of apprenticeship.

(36) Useful Technical Institute Subjects.

The usefulness of Technical Institute subjects was investigated, the results tabulated in Tables 61,62 (Appendix.) 15.5 percent of females and 20.26 percent of males did not answer this question. Females found Practical the most useful subject at the Technical Institute (44.96 percent), followed by Theory (30.23 percent), Art (23.26 percent), and English (17.05 percent). 15.5 percent found all subjects useful, 2.33 percent found most subjects useful and 1.55

percent felt none were. Practical was seen as more useful than Art (X^2 = 8.285, two-tailed, $p < .010$) or English. (X^2 = 15.313, two-tailed, $p < .005$.)

For males, Practical was also the most useful (30.07 percent), followed by Theory (18.95 percent) Maths (3.27 percent), and Liberal Studies (1.96 percent). 29.41 percent found all subjects useful, 5.88 percent found most subjects useful, and 5.23 percent felt none were.

For Carpenters, Practical was seen as more useful than Maths (X^2 = 12.046, two-tailed, $p < .005$) and similarly for joiners. (X^2 = 17.926, two-tailed, $p < .005$.)

(37) Less Useful Technical Institute Subjects.

Similarly, respondents were asked which subjects were less useful. Results may be seen in Tables 63,64.(Appendix.)

45.74 percent of females and 71.24 percent of males did not answer this question. English was quoted most frequently by females as a less useful subject (35.66 percent of all females), followed by Art (27.91 percent), Practical (6.2 percent), Theory (3.8 percent), and Health (1.55 percent). English was seen as less useful than Theory (X^2=31.376,two-tailed, $p < .005$) or Practical (X^2 =25.355, two-tailed, $p < .005$). Art was also considered less useful than Theory (X^2 =21.952,two-tailed, $p < .005$) or Practical (X^2 = 16.569, two-tailed, $p < .005$.).

Amongst males, the subject most frequently seen as less useful was Liberal Studies (11.76 percent of all males) followed by Theory and Experiments (both 5.23 percent) Practical (3.92 percent) and Maths (1.31 percent). As only about one quarter of all males answered the question on less useful subjects, it might be assumed that although the opportunity to comment was provided, there was no particularly strong feeling against particular subjects among most of the males, and that only those keenly motivated to comment did so. This is interesting, as there has apparently been strong feeling amongst some Technical Institute tutors that Liberal Studies were a waste of time and were seen as such by the male apprentices. In fact, only 11.76 percent indicated this.

(38) Most Popular Features of Technical Institute Courses.

Subjects were asked whether or not they liked their

Technical Institute courses (see Table 65, Appendix). The most popular features of the courses were then obtained, and the results may be seen in Table 32.

Most subjects liked their Technical Institute courses (females 82.95 percent, males 71.24 percent), although second year Carpenters were equally divided between liking and not liking them. (47.36 percent.).

Approximately equal numbers of females liked social aspects (28.68 percent) and increased training and qualifications (27.91 percent) most of all in their Technical Institute courses.

e.g. : "Learning new things and meeting others in the same career as myself." (First year.)

"It helps me understand the things we do in the salons to the clients' hair." (Third year.)

15.55 percent liked the Practical classes.

e.g. "The practical work with clients and mannequins." (Second year).

For 10.85 percent the change in routine in being able to get away from the salon was a popular feature.

e.g.: " A change of environment." (Fourth year.)

Theory and references to tutors and class size each gained comments by 7.75 percent of females.

e.g: "... talking out things, the communication between teacher and pupil." (Second year.)

"Theory in hairdressing." (First year.)

Interest and variety (subgroup of "other") were cited by 3.1 percent.

e.g.: "They (courses) are interesting." (First year.)

2.33 percent mentioned specific courses and content.

e.g: "Practical and Art."

5.42 percent of all females made "other" comments which could not be reclassified.

e.g: "The canteen." (Second year.)

"Freedom to think for yourself." (Third year.)

Males gave most emphasis to Practical and use of equipment, and increased training and qualifications as the features they liked best. (both 17.65 percent).

TABLE 32. Most Popular Features of Technical Institute Courses.

Groups	Features Liked Best.																			
	Specific Course		Tutors, Class Size		Practical, Machines		Theory		Social,		Changed Routine		Training, Qualific-ations		Hours		Other		No Answer	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
H1	0	0	0	0	3	13.63	1	4.54	10	45.45	4	18.18	8	36.36	0	0	1	4.54	4	18.18
H2	3	5.08	8	13.56	9	15.25	8	13.56	14	23.72	6	10.16	13	22.03	0	0	8	13.56	6	10.16
H3	0	0	2	5.56	6	16.67	1	2.78	9	25.0	3	8.33	12	33.33	1	2.78	3	8.33	3	8.33
H4	0	0	0	0	2	16.67	0	0	4	33.33	1	8.33	3	25.0	0	0	0	0	3	25.0
J	0	0	2	4.25	9	19.14	1	2.12	7	14.89	5	10.63	5	10.63	8	17.02	3	6.38	14	29.79
C1	4	4.6	0	0	16	18.4	0	0	11	12.64	6	6.9	20	22.99	7	8.05	15	17.24	12	13.79
C2	1	5.26	0	0	2	10.52	0	0	0	0	0	0	2	10.52	8	42.1	0	0	7	36.84
Females	3	2.33	10	7.75	20	15.55	10	7.75	37	28.68	14	10.85	36	27.91	1	0.78	12	9.3	16	12.4
Males	5	3.27	2	1.31	27	17.65	1	0.65	18	11.76	11	7.19	27	17.65	23	15.03	18	11.76	33	21.57

e.g: "Practical sessions." (First year Carpenter.)

"Learning specialised parts of the trade." (Joiner.)

" The time you are allowed to perfect a skill whereas at work you're always on the move and can't take a bit of time to correct yourself." (Joiner.)

The hours spect at the Institute per day appealed to 15.03 percent.

e.g: "Long lunch times and late starts." (Second year Carpenter.)

11.76 percent referred to social aspects.

e.g. "Meeting other apprentices in the same sort of work as you." (First year Carpenter.)

Change in routine was liked by 7.19 percent.

e.g.: "Not working so hard." (Joiner.)

5.22 percent liked the interest and variety. (Subgroup of "other".)

e.g.: "They are interesting and you are always learning." (First year Carpenter.)

3.27 percent mentioned specific courses and content.

e.g:"Practical and Liberal Studies" (Second year Carpenter.)

Tutors and class size, for 1.31 percent, were important. 4.57 percent made "other" comments which could not be re-classified.

e.g: "A good hard exam." (First year Carpenter.)

Variations between groups showed that second year carpenters liked the hours most of all (42.1 percent), while hours were the second choice for Joiners. (17.02 percent.)

There was a trend for more females than males to like the Technical Institute courses ($X^2 = 5.416$, two-tailed, $p < .050$) and for more females to prefer the social aspects of their courses. ($X^2 = 5.891$, two-tailed, $p < .050$.)

(39) Improvements in Technical Institute Courses.

Asked if they felt the Technical Institute courses could be improved, subjects responded as in Table 66 (Appendix.) Suggested improvements are outlined in Table 33.

Most females (52.71 percent) felt the Technical Institute courses did not need improvement, compared with 40.52 percent of males. However, 38.76 percent of females

TABLE 33. Subjects' suggestions for improvements in Technical Institute Courses.

Groups	Improvements.															
	Length		Buildings, Equip.		Assessment		Methods, Content		Teachers		Don't Know		Other		No Answer.	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
H1	0	0	1	4.55	1	4.55	6	27.27	0	0	0	0	0	0	14	63.63
H2	5	8.47	0	0	1	1.69	13	22.03	2	3.38	0	0	5	8.47	36	61.01
H3	2	5.56	0	0	1	2.78	6	16.67	2	5.56	1	2.78	2	5.56	24	66.67
H4	0	0	0	0	0	0	5	41.67	0	0	0	0	0	0	7	58.33
J	5	10.63	0	0	0	0	5	10.63	6	12.76	0	0	0	0	30	63.82
C1	6	6.9	0	0	1	1.15	18	20.69	3	3.45	0	0	3	3.45	56	64.37
C2	1	5.26	0	0	0	0	4	21.05	0	0	1	5.26	4	21.05	9	47.36
Females	7	5.43	1	0.78	3	2.33	30	23.26	4	3.1	1	0.78	7	5.43	81	62.79
Males	12	7.84	0	0	1	0.65	27	17.65	9	5.89	1	0.65	7	4.58	95	62.09

and 47.06 percent of males felt there was room for improvement, all groups except Joiners seeing the main need in training or teaching methods and course content. (23.26 percent of all females, 17.65 percent of all males.) Nearly two thirds of subjects did not indicate suggested improvements.

Examples:

"More practical work. Introducing more modern techniques and equipment." (First year female.)

"More practical work and to be able to put theory into practice. It's easier to see it done then you know exactly what all the paper work means." (Second year female.)

" No art." (Third year female.)

"By teaching some more recent and up to date hair cutting." (Fourth year female.)

"They should have more Drawing periods." (Joiner.)

"Separate classes for those who work on Cottage and those on Concrete Construction jobs. Classes graded according to ability. (First year Carpenter.)

"Brought up to date." (Second year Carpenter.)

In contrast, most Joiners (12.76 percent) felt that teachers were the main area for improvement.

e.g: "Joinery teachers, not Carpentry."

With females, 5.43 percent felt that the length or spacing of courses could be improved.

e.g. " More time here at the Tech." (Second year.)

"Cut the classes down in time." (Third year.)

3.1 percent of all females mentioned teachers.

e.g. "Sometimes they way the teachers talk to you it's like being back at school." (Second year.)

Assessment methods inspired 2.33 percent to comment.

e.g: "By internally assessing the exams." (First year.)

"Able to see exam papers after being marked to see where we went wrong." (Second year.)

1.55 percent felt Technical courses should be optional or abolished; 3.87 percent made "other" unclassifiable comments.

e.g: " A longer lunch." (Third year.)

Males made the second greatest number of references

to the length and spacing of courses.

e.g: " At faster, shorter pace." (First year Carpenter.)

"They could be for a shorter time." (Joiner.)

5.89 percent of all males commented on teachers.

e.g: "Having younger teachers which are keeping up with the trade itself." (Joiner.)

2.61 percent felt courses should be optional or abolished and 1.96 percent made "other" comments.

(40) Further Comments.

Subjects were invited to make further comments. Results may be seen in Table 67 (Appendix.)

26.36 percent of females and 16.34 percent of males answered this question. 6.98 percent of all females commented further on the length of the apprenticeship.

e.g: "It's very interesting but towards your last year it gets frustrating because it's too long. Sometimes you feel like giving up although you probably wouldn't - it's these second thoughts that make people pull out." (Third year)

A further 6.2 percent made statements expressing satisfaction.

e.g: "I enjoy the job I'm in and the apprenticeship doesn't really affect me. I just take things as they come. I feel we all have our ups and downs in any job and it can't be good all the time." (First year.)

4.5 percent asked for greater Labour Department action, particularly in making checks on employers. (subgroup of "others".)

e.g: "They should be stricter on employers and how they treat their apprentices. Half the time we don't get tea breaks, morning and afternoon teas and any half-hours or time isn't added onto our hours. They would add up!" (Second year.)

"There should be a constant quarterly check on the employers to make sure that their job is being carried out - teaching of employees under apprenticeship contracts - or that they are capable to teach." (Third year.)

4.65 percent mentioned pay.

e.g: " Low wages, long apprenticeship." (Second year.)

Working conditions and specific tasks were cited by

3.1 percent. e.g. " ...doing more than what supposed to but being under paid. Far too much cleaning...." (Fourth year.)

Amongst males, the most frequent comments related to the security of the job. (3.92 percent of all males.)

e.g: "... an apprenticeship is a good start to life as the apprentice has his trade which he can always rely on and use." (Carpenter.)

Length of apprenticeship, Technical Institute courses, working conditions and tasks were each mentioned by 2.61 percent of males.

e.g: "It is too long. I can't cut the time down. I feel good work should do this, should be rewarded." (Carpenter.)

"I'm not getting enough variety of work." (Carpenter.)

"The boss could get off my back." (Joiner.)

(41) Descriptions of Job.

Further attempts were made to locate sources of satisfaction or discontent in the apprenticeship, by asking subjects to indicate those items which described their job, pay, etc. Responses to descriptions of the job may be seen in Table 68 (Appendix), and tend to support McEwan's 1972 findings of apprentices' reported attitudes towards their jobs.

Overall most subjects described their job in positive terms, 91.47 percent of females and 82.35 percent of males.

The most frequent positive descriptions, for females, were: creative and useful (both 90.7 percent); challenging (89.92 percent); satisfying (86.82 percent); good and gives a sense of accomplishment (both 86.05 percent) pleasant (82.95 percent); and fascinating (61.24 percent). Next in order were: respected by others, and healthy.

The most frequent negative descriptions by females were, first, tiresome (61.24 percent), then routine (51.61 percent), frustrating (41.0 percent), and endless (33.33 percent). It appears from the study that "tiresome" was taken to mean "tiring", so has been treated as such.

Males gave the positive descriptions most frequently as follows: good (85.62 percent), useful and gives sense of accomplishment (both 83.66 percent), satisfying (81.05 percent), challenging (79.74 percent) creative (69.93 percent),

healthy (69.28 percent), pleasant (66.01 percent). Most frequent negative descriptions were : routine (43.79 percent), tiresome/tiring (41.83 percent), frustrating (36.6 percent), and endless (25.49 percent.). More females than males described their job as fascinating, creative and pleasant while m more males than females described their job as boring. (X^2 = 51.31, $p < .001$.)

Of the ten most frequent job descriptions, eight were common to both males and females. Although overall the job was described in positive terms, attention must still be given to the most frequent negative items.

(42) Descriptions of Pay.

Descriptions of pay were analysed and tabulated in Table 69, (Appendix.)

Most females (64.34 percent) described their pay in over -all negative terms, while most males were positive (49.02 percent). Most frequent descriptions by females were: underpaid (58.14 percent), less than I deserve (55.81 percent), can barely live on income (45.74 percent) and bad (42.64 percent). 32.56 percent felt their income was adequate, 10.85 per -cent said their income provides luxuries, and 4.65 percent felt they were highly paid.

Males were more satisfied it seems, 61.44 percent described their income as adequate, the most frequent description given. Next in order were: less than I deserve (37.25 percent), under paid, and income provides luxuries (both 35.95 percent). 26.8 percent said they could barely live on income, while 24.18 percent thought the pay was bad and 10.46 percent felt they were highly paid.

Of the four most frequent pay descriptions, only one was common to both males and females. The females' consistently negative descriptions of their pay concurs with the earlier finding that pay was the feature most disliked about the apprenticeship.

(43) Descriptions of Chances for Promotion.

For detailed results, please refer to Table 70, (Appendix).

Some subjects experienced difficulty with this question for, as some pointed out, apprentices cannot be promoted, they must wait until qualified. Still, most described their

chances in positive terms, females 51.94 percent and males 48.37 percent.

Females described their chances in the following frequency: good opportunity for advancement (62.79 percent); promotion on ability (44.96 percent); fairly good chance for promotion (40.13 percent); good chance for promotion (39.53 percent); promotions don't happen very often (37.98 percent); and, opportunity somewhat limited.(37.21 percent.)

Males also felt, most frequently, that there were good opportunities for advancement (52.94 percent), followed by: promotion on ability (44.44 percent); promotions don't happen very often (43.79 percent); good chances for promotion (41.83 percent) and opportunity somewhat limited. (32.68 percent).

Three of the four most frequent descriptions were common to both males and females.

(44) Descriptions of Immediate Supervisor.

Table 71 (Appendix) indicates that again, most subjects described their immediate supervisors in overall positive terms, females 61.24 percent,males 69.93 percent.

Most frequent descriptions, by females, were: knows job well (73.64 percent); praises good work (64.34 percent); up to date (62.02 percent); around when needed (58.14 percent); tells me where I stand (56.59 percent); tactful, and influences others (both 53.49 percent); intelligent, and leaves me on my own (both 51.94 percent.)

Negative comments began to appear at this point: quick tempered (37.98 percent); asks my advice (positive, 37.21 percent); hard to please, and annoying (both 34.11 percent); stubborn (33.33 percent); impolite (25.58 percent); doesn't supervise enough (24.81 percent); lazy (14.73 percent); and bad (7.75 percent).

Males similarly described their immediate supervisor as: knows job well (80.39 percent). Next, were: up to date (65.36 percent); praises good work (62.75 percent); doesn't supervise enough (60.78 percent); intelligent (60.13 percent); influences others, leaves me on my own, and around when needed (all 59.48 percent); tells me where I stand (58.17 percent); tactful (55.56 percent).

Negative comments increased here: hard to please (36.6 percent), quick tempered (34.64 percent); stubborn (30.72 percent); asks my advice (30.07 percent); impolite (29.41 percent); tells me where I stand (28.76 percent); lazy (13.73 percent); bad. (5.23 percent).

More males than females felt their supervisors did not supervise enough. (X^2 = 28.80, two-tailed, $p < .005$.)

Of the ten most frequent descriptions, eight were common to both males and females.

(44) Descriptions of Coworkers.

For detailed results please refer to Table 72 (Appendix.) The description "smart" was omitted from the analysis, as subjects interpreted it in several different ways.

82.95 percent of females and 77.78 percent of males described their co-workers in positive terms.

Most frequent descriptions, by females were: stimulating (76.74 percent), responsible (72.87 percent); intelligent (70.54 percent); active (62.79 percent); fast (55.81 percent); loyal (54.26 percent); ambitious (51.94 percent); narrow interests (31.01 percent); lazy (25.58 percent); talk too much (22.48 percent); no privacy (18.6 percent); easy to make enemies, and slow (both 14.73 percent); boring ; and hard to meet (both 10.85 percent); unpleasant (5.43 percent); and stupid (4.65 percent).

Males also chose "stimulating" most frequently (77.12 percent); followed by responsible (74.51 percent); active (67.97 percent); fast, and intelligent (both 64.05 percent); ambitious (53.49 percent); loyal (50.98 percent); talk too much (28.10 percent); narrow interests (24.18 percent); easy to make enemies (22.88 percent); no privacy (18.95 percent); stupid (17.05 percent); hard to meet (16.34 percent); lazy (15.69 percent); boring (15.03 percent); unpleasant (14.38 percent); and slow (13.07 percent).

More males than females described their co-workers as stupid (X^2 = 8.04, two-tailed, $p < .010$), lazy, or unpleasant (X^2 = 7.484, two-tailed, $p < .025$). Again, eight of the ten most frequent descriptions were common to both males and females.

III SCHOOL STUDY.

Each item in the school questionnaire was coded, grouped, and analysed by computation of frequencies and percentages of responses, followed by tabulation. As mentioned earlier, statistical analyses were not administered in view of the small, heterogeneous sample which was divided into numerous subgroups, some with an N of only one. Following is a summary of the results with a discussion of these.

(1) Age.

Table 73 (Appendix) shows that of the female subjects 83.33 percent were aged 15 - 16 years, compared with 48.48 percent of males. More females than males were represented in the under 15 group (16.67 percent : 3.03 percent) with more males than females aged 16 and upwards. (48.4 percent). Several males were in form 5 repeat classes, hence the weighting in the older age group.

(2) Parents' Occupation.

Asked about their parents' occupations, subjects revealed that most intended entering an occupation different from that of their same sex parent; 18.18 percent of males (and no females) intended entering the same occupation, while no subjects hoped to enter a related occupation.

As in the Apprenticeship Study, females' responses may have been partly a function of their mothers not currently holding paid employment. For full details, refer to Tables 74, 75 (Appendix.)

The results failed to confirm those of Keys (1926), Harris (1928) or Baldock (1971).

(3) School Subjects.

Table 76 (Appendix) indicates that females were equally divided on subjects taken, half studying technical subjects, the others taking general courses. Most males were taking technical subjects (84.85 percent) such as woodwork and technical drawing, courses with a distinctly vocational orientation.

(4) Intention to Sit Examinations.

All females intended sitting School Certificate, compared with 78.79 percent of males. From Tables 77-79 (Appendix) it can be seen that 21.21 percent of males either did not know if they would sit it, or definitely intended not to, a number perhaps surprising considering that the exams were only a few months distant.

Very few subjects had a definite intention to sit University Entrance, (3.03 percent of males and no females); more males than females had decided not to (60.61 percent : 50 percent) while more females than males were undecided (50 percent : 36.36 percent).

Possibly the results indicate that fewer males than females were prepared to commit themselves to sitting examinations, but it may be that the females were more prepared to leave their options open at the time of the survey. Most subjects did not know if they would sit any further exams.

(5) Expected Leaving Age.

As seen in Table 80 (Appendix), most subjects expected to leave school at 16 - 17 years of age (females 66.67 percent, males 60.60 percent.)

(6) Further Education.

Tables 81,82 (Appendix) indicate that half of the females intended entering an apprenticeship relevant to the Technical Institute study, but 81.82 percent of males intended taking a non-relevant apprenticeship. Only 66.67 percent of females and 63.84 percent of males seemed aware of having to study for a Trades Certificate, perhaps indicating a need for more detailed and specific careers instruction.

(7) Hobbies Clubs.

In an attempt to locate areas in which respondents' backgrounds bore direct relevance to their proposed occupation, consideration was made of hobbies in which subjects were involved.

Tables 83,84 (Appendix) show that although most had hobbies not related to their intended apprenticeship, 16.67 percent of females and 33.33 percent of males claimed hobbies which were directly related, for example: designing hairstyles (hairdresser); rebuilding cars (panel beater); electronics

(electrotechnician). A further 6.06 percent of males had hobbies indirectly related to future occupation - e.g: shooting. (butcher.)

Unexpectedly, no females and only 6.06 percent of males belonged to clubs either within or outside school which were related to their intended occupation. (See Table 84, Appendix.) 83.33 percent of females and 54.55 percent of males claimed membership of clubs which were not related to future occupation (e.g: sports groups.)

(8) Holiday/After School Jobs.

As seen in Tables 85,86 (Appendix) nearly all subjects had at some time taken a holiday or after school job (83.33 percent of females, 93.94 percent of males.) Most of these jobs were not related to intended future occupation, although 16.67 percent of females and 21.21 percent of males did have directly related jobs.

(9) Looking Forward to Leaving School.

As overseas studies found puils eager to leave school, current subjects were asked to describe how much they were looking forward to leaving school. (See Table 87, Appendix.)

83.33 percent of females and 57.57 percent of males were looking forward to leaving school either "very much" or"quite a lot," although more males than females featured in the neutral and negative categories. Thus 36.36 percent of males (16.67 percent of females) claimed they had not thought much about it, with another 6.06 percent of males (no females) not looking forward very much to leaving school. Overall, the females seemed to hold a more positive and eager attitude toward leaving school.

(10) Parents' and Teachers' feelings.

Asked their opinion of how their parents and teachers would feel when respondents left school, the latter responded as in Tables 88,89. (Appendix.)

Most subjects felt their parents would not mind them leaving school (66.67 percent of females and 78.79 percent of males); imagining their teachers' feelings, most males did not know what their teachers would feel (57.58 percent) with females equally divided between not knowing and feeling

their teachers would not mind them leaving.

It appears that most subjects felt they would not be leaving against their parents' wishes.

(11) Reasons For Choosing Careers.

An investigation was made of what, for each individual, constituted the most important reasons for choosing a career. (See Table 34)

TABLE 34. School pupils' reasons for choosing a career.

Total Times Mentioned.				
	Groups.			
	Females		Males	
Reasons for Career Choice	No.	%	No.	%
Admired & Respected	1	16.67	0	0
Use Special Abilities	2	33.33	8	24.24
Interest in the Work	4	66.67	19	57.58
Earn Money	1	16.67	22	66.67
Helpful to Others	0	0	1	3.03
Meet People	3	50.0	3	9.09
Sport & Leisure	0	0	3	9.09
Contribute to Community	1	16.67	1	3.03
Secure & Stable	0	0	11	33.33
Promotion	0	0	1	3.03
Other	0	0	0	0

As in the apprenticeship study several subjects indicated reasons for career choice but failed to rank them. Consequently each item in this question has been ranked according to the number of times mentioned by all subjects, irrespective of whether the item was chosen but unranked, a first choice, or a second choice.

The three items most frequently cited by females as being the most important reasons for choosing careers were: a real interest in the actual work (66.67 percent), a chance to meet interesting people (50.0 percent), and a chance to use special abilities. (33.33 percent).

For males, the three most frequent items were: a chance

to earn money (66.67 percent), a real interest inthe actual work (57.58 percent), and secure and stable employment (33.33 percent).

Although money was the most important reason for males in choosing a career, for females this factor was ranked fourth equal. Secure and stable employment (males' third most important reason) was not cited by any females, while meeting people - the females' second most important factor - was ranked by males as fifth equal.

From their responses, males appeared to place more value than females on the financial rewards from work, while females emphasised intrinsic rewards.

(12) Looking Forward to Starting Work.

To find whether or not enthusiasm for leaving school would carry over into starting work, subjects were asked how much they were looking forward to starting work. (see Table 90, Appendix.)

Females again were more positive in their replies, 83.33 percent (males 42.42 percent) looking forward "very much" to starting work. Most males (45.45 percent; females 16.67 percent) claimed they looked forward to work "quite a lot," a further 12.12 percent claiming they hadn't thought about it.

The impression is given that females had been more actively involved than males in considering their future and imminent departure from school.

(13) Feelings On Starting Work.

Subjects were asked how they thought they would feel on starting work. Results may be seen in Table 91 (Appendix.)

Half of the females expected positive feelings when asked to describe how they thought they would feel on starting work, with 33.33 percent feeling negative. For males the figures were 60.61 percent and 18.18 percent respectively.

Examples of positive statements:

" I will enjoy it very much."

" Finally in the working world and in the job I'd been wanting for so long."

Negative statements:

" Scared of making a mistake."

" Out of place and homesick."

Statements which were a mixture of positive and negative feeling included:

" A little nervous at first. And happy when you earn respect."

Despite apparently not having thought particularly about leaving school, males tended to be more expectant of positive feelings than were females.

(14) Comparing Work With School.

Asked how they expected work to compare with school, subjects responded as in Table 92 (Appendix) An attempt was made to elicit reasons for these expectations and results are shown in Table 35. Support is given to Tenen (1947), Jahoda (1949), Morse & Weiss (1955), Carter (1966), and Maizels (1970.)

TABLE 35. Classification of school pupils' feelings about work compared with school.

	Nature of Comments.									
	1. Positive Comments on Job.		2. Negative Comments on School		Mix of 1 & 2		Negative Comments On Job		No. Answer.	
Groups	No.	%	No.	%	No.	%	No.	%	No.	%
Females	2	33.33	3	50.0	1	16.67	0	0	0	0
Males	14	42.42	4	12.12	3	9.09	4	12.12	8	24.24

All females expected work to be better than school, compared with 57.58 percent of males. 27.27 percent of males thought work would be the same as school, while 12.12 percent thought it would be worse.

In stating reasons for these expectations, most females made negative comments about school (50.00 percent; males 12.12 percent) while males, instead, more often made positive comments about work.

From those who thought work would be better than school, examples of positive comments included:

"You have your career in front of you and are paid for enjoying yourself."

" You are doing what you like best."

Negative comments about school:

".. school is boring and I want to leave..."

"... I don't like doing homework, swotting for tests.."

A mixture of positive feelings about work and negative feelings about school:

" At school you keep on doing the same things, at work I will be doing something I enjoy."

Examples of statements from those who expected work to be the same as school:

".. You have to learn new things all the time."

" Make friends at both places."

From those who thought work would be worse than school:

"It's worse but will get better. Everyone's on your back for your money."

" You have to work longer hours."

(15). Feelings About School.

As the desire to leave school was likely to be high, investigations were then made into subjects' feelings about school. Results are tabulated in Tables 93 - 95. (Appendix.)

The greatest number of responses expressed overall positive feelings about school (females 50.00 percent, males 54.55 percent) with 33.33 percent of females and 39.39 percent of males feeling negative overall.

66.67 percent of females cited " good clubs and sports teams" and "offers a good standard of education" as first equal amongst positive descriptions of their school. Males also chose these two descriptions most often, with 36.36 percent citing the former, and 45.45 percent citing the latter.

With negative descriptions of their schools, females chose "too strict about our behaviour," "not enough practical training provided," and " too many rules " as first equal. (50.00 percent of females chose each of these.) Males opted for "not enough practical training provided" (30.30 percent), followed by "too many rules" (27.27 percent) and "too strict about our behaviour." (24.24 percent.)

Descriptions included as "other" were:

"Not a bad school. A bit boring."

Although eager to leave school, most subjects nonetheless did not feel negatively about school but were looking forward to entering a new phase of life.

(16) Reasons For Job Choice.

Subjects were asked why they had decided on the particular apprenticeship they intended entering (See Table 36.)

Females were distributed equally (50.00 percent) amongst choosing their future job because of liking specific aspects of the job process, or because of an interest in the job.

Males most frequently cited an interest in the job as the reason for their choice (45.45 percent) with liking aspects of the job process second. (30.30 percent). Money/working conditions/social aspects were next most frequent (15.15 percent each), followed by a sense of responsibility, achievement, and challenge. (3.03 percent.)

Examples of reasons given:

" I like cutting or doing people's hair. (female).

".. there are many opportunities that branch out of this job." (Male.)

As in the Apprenticeship Study, it appears that the decision to take a specific job is likely to have been made largely on the basis of job appeal.

(17) How Subjects Came to Hear of the Job.

Sources of job information were sought, particularly the manner in which subjects learnt of the existence of particular jobs. Table 96 (Appendix) tabulates these results.

The most frequent means of hearing about their chosen job were, for females, by seeing others do it (50.00 percent), through friends (33.33 percent), through their family, or through a visit (both 16.67 percent.) Results thus support Esslinger (1976).

The most frequent sources for males were the family (48.48 percent), seeing others do it (33.33 percent) and friends (24.24 percent). Careers talks, visits, and through a holiday job were each cited by 6.06 percent.

Examples of sources included as "other."

"Doing it myself."

" Films."

" Through a careers pamphlet."

TABLE 36. School pupils' reasons for choosing their particular apprenticeship.

Groups	Reasons For Choice.																	
	Like Aspects of Job Processes.		Interested in Job.		Responsibility, Achievment		Money, fringe benefits, Working con.		No Answer		Other		Security, Qualifications.		Family Involved		Don't Know	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Females	3	50.0	3	50.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Males	10	30.30	15	45.45	1	3.03	5	15.15	2	6.06	2	6.06	0	0	0	0	0	0

Generally, subjects first heard of occupations through informal means.

(18) Information Required.

School pupils about to enter the work force require specific information on careers. Particularly if they have already made their job choice they wish to know more about what to expect on starting work. Subjects were asked to specify areas in which they required information (see Table 37.)

TABLE 37 Items on which school pupils required information about their chosen apprenticeship.

	Information Required On:									
	Specific Processes, Duties		Training, Qualif-ations		Pay		Work Conditions		Subjects To Take.	
Groups	No.	%	No.	%	No.	%	No.	%	No.	%
Females	2	33.33	2	33.33	1	16.67	1	16.67	1	16.67
Males	5	15.15	11	33.33	19	57.58	11	33.33	0	0

	Where Job Available		Nothing		Don't Know		No Answer.	
Groups	No.	%	No.	%	No.	%	No.	%
Females	0	0	1	16.67	0	0	1	16.67
Males	1	3.03	1	3.03	1	3.03	4	12.12

Specific work processes and duties, and the training and qualifications required for their chosen job were both cited by 33.33 percent of females in stating what they would like to know before starting work. Pay, working conditions, subjects to take, and "nothing" were each mentioned by 16.67 percent.

For males the most frequent question concerned pay (57.58 percent), followed by training and qualifications required, and working conditions (both 33.33 percent). Specific work duties and processes accounted for 15.15 per cent, with 3.03 percent wanting to know "nothing."

Again it seems that males were more interested in the money they would receive than in any other factor, reiterating the finding cited earlier that the chance to earn money was, for males, the most important reason for choosing a career.

Sample answers:

" The money , how long the apprenticeship is, if you need to go to night school or any other school through the apprenticeship."

" Whether men are going to accept a woman woodworker. What possibilities the job offers. Just generally what it is like."

It is again evident that occupational decisions have been made on the basis of inadequate knowledge. One third of all subjects did not know what was involved in basic training and gaining of qualifications. This represents a serious lack of awareness considering the number of years of training involved in apprenticeships and that decisions have been made without knowledge of this requirement.

(19). Adequacy of Information About the Job.

Asked whether they thought they had enough information about their chosen jobs, subjects replied as in Table 97 (Appendix.)

Females and males both stated they did not have enough information about their chosen job (66.67 percent and 42.42 percent respectively.) While 33.33 percent of females felt they did have enough information, males were more cautious, 24.24 percent feeling they had enough, with 33.33 percent (and no females) not being sure.

It is interesting that although nearly 58.00 percent of males had earlier stated they wanted information about pay, only 42.00 percent felt here that they did not have enough information.

(20) Help in Decision-Making.

During the transition from school to work, young people not only receive information from various sources, but they may also be given advice or help in deciding on a career. Asked who gave the most help in their decision to take their intended occupation both females and males claimed

overwhelmingly that they made their own decision in taking their chosen job. (66.67 percent and 57.58 percent respectively) Please refer to Table 98 (Appendix.) However, whereas females next gained help equally from friends or careers counsellors (16.67 percent each), males referred to their parents as the next source of help after themselves.(33.33 percent). A further 6.06 percent were helped by other relatives and 3.03 percent by friends.

For males, parents appeared to have played an important role in providing help despite the fact that few were involved in the same type of work as that intended by their sons. It is likely then that the parents were also not adequately informed on all aspects of the apprenticeships they were helping their children to decide on.

(21) Useful School Subjects.

Respondents were asked which of their school subjects they thought would be most useful. (See Table 99, Appendix.)

As the pupils intended entering various apprenticeships it was difficult to obtain an accurate picture of the school subjects expected to be most useful in their chosen jobs. However, females felt English was likely to be the most useful (83.33 percent), followed by Maths (33.33 percent). Woodwork, Home Economics, History, and Economics were each mentioned by 16.67 percent of females.

Maths, for males, was expected to be the most useful, (51.52 percent) followed by Science, Woodwork, and Technical Drawing (each chosen by 27.27 percent), then Engineering (24.24 percent). Metalwork and English were thought useful by 12.12 percent 3.03 percent thought none of their subjects would be of use.

(22) Potentially Popular Features of the Job.

Responses to the question, "what things do you think you may like best about your new job?", indicate a similar trend to that obtained in eliciting the most important reasons for choosing a career. (see Table 38.)

Responses to this question, "What things do you think you may like best about your new job?", indicate a similar trend to that obtained in eliciting the most important reasons for choosing a career. 66.67 percent of females indicated that social factors were what they would probably like best.

TABLE 38. Features which school pupils expected to like best about their new job.

	Potential Likes.																			
	Work Processes		Conditions		Social		Training		Respon-sibilty Achiev.		Pay, Fringe Benefits		Security, Qualif-cations		Other		Don't Know		No Answer	
Groups	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Females	3	50.0	2	33.33	4	66.67	0	0	0	0	0	0	1	16.67	0	0	1	16.67	0	0
Males	11	33.33	8	24.24	13	39.39	0	0	2	6.06	17	51.52	0	0	0	0	0	0	1	3.03

e.g.: "Chance to meet people."

".. new friends."

Work processes ranked second (50.00 percent)in expected 'likes'.

e.g. "Making desserts and meat dishes."

Males expected pay and fringe benefits to be the factor they would most like about their new job. (51.52 percent.)

e.g. : "Money, money and money."

Next, social factors (39.39 percent), work processes (33.33 percent), and working conditions. (24.24 percent.)

e.g. "Being outdoors."

"What I'm working on. Conditions - e.g: how well I'm taught and treated."

A further 6.06 percent referred to a sense of responsibility, achievement, or satisfaction.

Yet again it was evident that males tended to value extrinsic factors most, while females opted for intrinsic factors.

(23) Potentially Unpopular Features of the Job.

With eagerness to start work, young people may not have considered that their intended occupation may have negative aspects about it. It was hoped to tap the extent of this awareness with this question and results are seen in Table 39.

It was encouraging that some realism was shown, in that most accepted there might be aspects of the job which they would not like. However, 30.30 percent of males did not answer this question.

Working conditions were most often cited by females (33.33 percent) as the factor they would be most likely to dislike in their new job. This response rate is identical to those who felt they would like working conditions intheir job. Work processes, social factors, and training/qualificat-ions came next, at 16.67 percent each.

e.g.: "Where I have to work."

" The heat..."

" First year boring."

Males also expected to dislike working conditions

TABLE 39. Features which school pupils expected they might not like about their new job.

	Potential Dislikes.																			
	Work Processes		Conditions		Social		Training		Respons-ibility, Achiev.		Pay, Fringe Benefits		Security, Qualif-ations		Other		Don't Know		No Answer	
Groups	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Females	1	16.67	2	33.33	1	16.67	1	16.67	0	0	0	0	0	0	0	0	0	0	0	0
Males	2	6.06	10	30.3	4	12.12	3	9.09	0	0	2	6.06	0	0	4	12.12	1	3.03	10	30.3

most of all (30.30 percent), followed by social factors (12.12 percent), and training (9.09 percent); pay and work processes were cited by 6.06 percent.

e.g. "Always greasy."
" Boss; study."

Nearly one third of males did not reply to this question, but it is impossible to know what proportion of this represents those who expected to dislike nothing, those who had not thought about it, and those who merely did not bother to answer.

(24) Awareness of Training/Qualifications Needed.

Subjects were asked what training or qualifications they would need for their intended job. The intention was to measure awareness of the requirement of a Trades Certificate at the end of training and/or the number of hours or years which might be involved.

As seen in Table 100 (Appendix) only 50.00 percent of females knew what training or qualifications they would need for their job, compared with 75.76 percent of males. 33.33 percent of females and 21.21 percent of males did not know at all, a high percentage. The responses by females correspond with the finding that training/qualifications was one of the most frequently mentioned factors on which females required more information before starting the job.

16.67 percent of females and 3.03 percent of males made responses which were not specific.

e.g: "Be interested in electronics."

Several subjects thought no training or qualifications were required, and were included amongst the "don't know" group.

(25) Estimated Take-Home Pay.

Subjects were asked to give an estimate of their weekly take-home pay in the first year of work.

At the time of the study, the Labour Department was contacted to obtain current rates of pay for beginning apprentices in the various areas represented here. Subjects were then graded in categories of those who knew within $5.00 what their weekly take-home pay would be during the

first year of the apprenticeship; those who guessed too high (over $5); those who guessed too low (under $5); those who did not know at all.

For results, see Table 101 (Appendix). In estimating their weekly pay, 50.00 percent of females and 63.64 percent of males were accurate to within $5. With females, the next largest group guessed too high (33.33 percent) while the second largest group of males did not know (18.18 percent). The same number of males (9.09 percent) guessed too high and too low, while 16.67 percent of females guessed too low.

Money featured prominently in males' earlier responses and about two-thirds were accurately able to estimate their initial income.

(26) Plans If Job Unavailable.

With subjects having already decided on their future occupation, would they have considered an alternative if their plans should not eventuate? Asked what they would do if unable to obtain the job they wanted, most planned trying to get another job if unsuccessful in entering the job of their choice (females 66.67 percent, males 81.82 percent.) Refer to Table 102, (Appendix).

More females than males intended returning to school instead (33.33 percent: 12.12 percent) while one male planned not leaving school until he knew he could get the job he wanted.

(27) Second Choice of Job.

Assuming their first choice of job was unavailable, subjects were asked to state their second choice. (See Table 103, Appendix.)

If unable to obtain their first choice, 30.30 percent of males (and no females) planned as an alternative a job similar to their first choice. 66.67 percent of females and 42.42 percent of males opted for an unrelated job, while 33.33 percent of females and 12.12 percent of males did not know what their second choice would be.

It seems that males were so dedicated to their first choice, they would seek a similar job if that choice was unavailable; in other words, they were determined to obtain a job as close as possible to their choice. Females, in contrast, appeared less fixed in their intention and more

prepared to seek an alternative.

(28) Five Years Hence.

Table 104 (Appendix) shows responses to the question of what subjects expected to be doing in five years' time, when in fact they would not long since have finished their apprenticeships.

Most subjects thought they would still be in the same job in five years' time, 83.33 percent of females and 72.73 percent of males. 9.09 percent of males (and no females) expected to be in a different job, while 16.67 percent of females and 12.12 percent of males did not know. It seems that most females planned to be working at approximately twenty years of age, when many of them might have been expected to be married.

At the stage of not yet having begun their apprenticeship, subjects thus expected to maintain a stable work history for at least five years, a response which is not surprising.

IV. GENERAL DISCUSSION.

(1) Comparison of Apprenticeship and School Studies.

The results of both the apprenticeship and school studies were compared, with points of agreement and salient differences outlined below.

Trends were similar for school pupils and apprentices in that few intended employment in the same occupation as their same-sex parent.

Most apprentices and pupils similarly wanted to leave school either "very much" or "quite a lot," although in percentages, male school pupils indicated a weaker response than did male apprentices.

School pupils and apprentices alike felt overall that their parents' attitudes to their leaving school were neutral but did not know how their teachers felt.

Female apprentices and pupils agreed exactly on the order of the three most important reasons for choosing a career, namely: a real interest in the actual work, chance to meet interesting people, and chance to use special abilities.

Male apprentices and pupils similarly chose the same reasons, namely: a chance to earn money, a real interest

in the actual work, and secure and stable employment, the only difference being that the school pupils placed money first, compared with third for the apprentices.

Comparison of school pupils' expected feelings on starting work and apprentices' actual feelings indicated similar percentages would - or did - feel positive.

More female apprentices experienced negative feelings on starting work than there were school pupils expecting to feel that way (33.33 percent and 20.16 percent respectively). However, more male pupils expected to experience negative feelings than there were apprentices who actually did so (18.18 percent and 11.11 percent respectively.)

Although male apprentices overwhelmingly found work better than school, the school males were less optimistic (94.12 percent and 57.58 percent respectively.) Females in both groups were certain of the superiority of work. Male apprentices and pupils alike, in giving reasons for preferring work to school, tended mostly to make positive statements about work.

Both sexes in both groups used as the most frequent descriptions of their school, "offers a good standard of education," and "good clubs and sports teams." "Not enough practical training provided." was amongst the three most frequent negative comments for all groups.

Pupils and apprentices alike chose their particular apprenticeships because of a liking for the job.

Whereas most apprentices stated they had received sufficient pre-entry information about their apprenticeships, most pupils felt they needed further information.

Considering information required or lacking before starting the apprenticeship, there appeared to be a trend toward an inverse relationship between apprentices and pupils. Factors which had been inadequately explained for the greatest numbers of apprentices were those very factors mentioned as in need of further explanation for the lowest numbers of pupils. For example, male apprentices mentioned work processes and use of equipment most frequently, compared with male pupils' overwhelming interest in pay.

In both groups, most subjects felt they themselves

had played the major role in deciciding to take the apprenticeship. Male apprentices and pupils alike claimed their parents were the next major force, while more females than males were influenced by careers or guidance counsellors.

English was thought to be the most useful school subject for the apprenticeship by both groups of females, with males agreeing on Maths as the most useful, followed by Woodwork and Technical Drawing.

While female apprentices rated job security most highly amongst aspects liked best in their apprenticeship, with social factors and training and qualifications both close behind, female pupils expected social factors to be the most liked aspect, followed by work processes.

Male apprentices placed pay less prominently than did male pupils who expected the money and fringe benefits to be the most liked aspects of their future job. Having already obtained their financial reward, the apprentices instead found working conditions more popular than any other factor, followed by social aspects.

Pay, although disliked by female apprentices, did not feature as a potential "dislike" amongst female pupils, the latter feeling working conditions would be most disliked.

Males in both groups agreed in their choice of the two most disliked factors, namely working conditions followed by social aspects.

As earlier, it must be emphasised that the school results were based on a small heterogeneous sample, and should be considered with caution.

Overall there was a great similarity between responses of both apprentices and school pupils on questions common to both groups. Thus, relationship of parents' occupation to the apprenticeship, desire to leave school, awareness of parents' and teachers' feelings, reasons for choosing careers, and feelings on starting work were similar for both apprentices and pupils.

Comparing work with school (for females only), feelings about school, reasons for choosing their particular occupation, help in decision making, useful school subjects, and features disliked about the job (for males only) also

indicated a similarity of response amongst both groups. Intending and practising apprentices therefore seem to share a common set of variables in their transition from school to work.

(2) Comparisons With Other Studies.

In both the apprenticeship and school studies, findings failed to confirm those of Keys (1926) Harris (1928), or Baldock (1971), in that very few subjects had entered the same occupation as their same-sex parent. Only 11.76 percent of males and 1.55 percent of females had done so, compared with 16 percent of Keys' subjects, 60 percent of Harris's, and 25 percent of Baldock's.

The school study gives support to the findings of Tenen (1947), Jahoda (1949), Morse & Weiss (1955), Carter (1966), and Maizels (1970), in that most subjects expected work to be better than school.

Although the prime reason for apprentices leaving school was the fact that a job was lined up, dissatisfaction or boredom with school was the second main reason, lending some support to the findings of Tenen (1947), Jahoda (1949), Morse & Weiss (1955), Carter (1966), and Maizels (1970), in that pupils are eager to be free of the strictures of rules and teachers. This also supports Harris in that social and emotional factors were frequent reasons for leaving school early.

A real interest in the actual work was seen as the most important reason for choosing a career. Reinforced by the fact that a liking for the job was the major reason for starting the apprenticeship, support is given in both the apprenticeship and school studies to Keys' finding that occupational choice was based on having taken a fancy to the job, and for Harris's finding that school children do not possess adequate vocational knowledge of their chosen career.

The results obtained from women in the current apprenticeship study failed to support Ruben's (1949) finding that financial motives were the strongest single factor inducing women to seek work, although not all of Ruben's subjects were recent school leavers.

With career choice for most apprentices being made over a year before leaving school, findings are similar to those of McEwan (1972) who found most decided more than six months before leaving school.

Both apprenticeship and school findings support Hereford (1957) and Maizels with school appearing to have little influence in career choice. Most felt they had made up their own minds in choosing their job, supporting the findings of Maizels, Powel & Bloom (1962), and McEwan, while parents were also a major influence, supporting Jahoda, Caplow (1954), Keeling (1962), Carter, Hill (1969) Baldock (1971), Swift (1973), Glass (1975) Meade (1975) and Esslinger (1976). This did not apply to current female school pupils however. Counsellors, teachers and friends had very little influence for apprentices or male school pupils. But for female school subjects, the trend was similar to that found by Esslinger, namely that the major sources of occupational information were workers and friends.

With female apprentices relying on careers and guidance counsellors as the prime information source, results differ from those of Maizels who found, for girls, that parents filled this role.

Female apprentices were more likely than males to have entered the apprenticeship through their own initiative, in line with Maizels; however, as most males entered through the help of their parents, these findings fail to confirm those of McEwan, in which males largely used their own initiative.

In contrast to Maizels, who found females changed employment through reactions to people and to the atmosphere of the work environment, rather than for reasons of pay or the job itself, the current study showed the features most disliked about the apprenticeship were in fact pay and working conditions. This is not to say that those so dissatisfied intended changing jobs, but is an indication of factors likely to influence such change.

Working conditions and social aspects were most disliked by males. Similarly, Maizels found males left work through dislike of the job, employers, co-workers, and pay.

This last factor, featured less prominently in the current study.

Failing to confirm McEwan's or Swift's (1973) findings that male apprentices intended persisting in their careers, the current study indicated more than half of the male apprentices intended entering a different occupation within five years or were uncertain of their future. However, responses of female apprentices were similar to those of both McEwan's and Swift's males, 62.02 percent expecting to be in the same job in five years' time.

Overall, subjects felt favourably towards their jobs, as in McEwan's study. Similarly, they described their chances of promotion, immediate supervisor, and co-workers in positive terms. Although males were positive about their pay, females were not.

V. CONCLUSIONS AND RECOMENDATIONS

Both the apprenticeship and school studies have revealed areas of inadequate information and pre-entry preparation for intending apprentices. To facilitate transition from school to work, and in the long run to preserve a more stable work force, it will be necessary to extend and modify current practices in careers instruction, induction, and training procedures.

On examining the transition from school to work of intending and current apprentices (especially in hairdressing, carpentry and joinery) both similarities and differences emerged.

Amongst current and intending apprentices, few chose the same occupation as their same-sex parent. Yet males, after making their own decision to take an apprenticeship, relied on their parents' help in entering it. With this heavy involvement of parents apparently inexperienced in the particular career, a relatively minor influence from the school, and inadequate provision of information even on starting the job, vital information may be neglected.

Similarly, females - although relying chiefly on careers and guidance counsellors for information - are

apparently not receiving pertinent facts relating to working conditions, or rights and obligations of apprentices.

The overall lack of school influence may result in part from the schools' failure to provide students with the specific information they require. It may be that it is not until these students have started the apprenticeship that they realise the gaps in their information and discover the questions they should have asked.

With most apprentices making their career choice well before leaving school, there should be ample time for comprehensive careers instruction prior to committing oneself to an apprenticeship. As the fifth form timetable is usually tight, due to School Certificate preparation, such instruction may be better placed at fourth form level.

Specific areas in which further guidance should be given by counsellors within the schools include:

- clarification of necessary preliminary educational requirements and relevant subjects;
- explanation of the Trades Certificates, their purpose, structure, and requirements;
- clarification of the length of the apprenticeship - not just in hours, but in terms of years;
- explanation that further study and examinations are required after the student has left secondary school;
- examination not only of the positive side of work, but also the less popular aspects, such as repetition, boredom, routine tasks, hours of work, working conditions (e.g: heat, cold, rush hours). Specific work processes and duties should be covered;
- the function of the Labour Department, Apprenticeship Boards, and Trade Unions in monitoring apprenticeships, checking on conditions in which apprentices are employed, (etc.) with details of how apprentices can make further enquiries as to their rights and obligations;
- explanation of pay scales, sick leave provisions, holidays, etc;

The above might be achieved by:

- individual counselling;
- discussion/fact-finding groups, making use of films, books, work experience, visiting apprentices, employers,

officials from the Labour Department, Trade Unions, etc. Perhaps interested parents could also be encouraged to attend such groups with their children out of school hours, (or within school time if they are able to attend);

- careers visits to relevant work places;

- preparation of easily read summaries covering the above factors, available to pupils and parents alike.

One would expect that employees would receive induction training on commencing with a firm, yet the current study indicated males were less likely than females to have been shown around the firm, while more than half did not have the company rules and regulations explained. Approximately one third of all subjects were not told who to go to for help or information. Such basic induction procedures (including introduction to work-mates, which many did not receive) should be automatic on commencing employment, and could provide a valuable opportunity for apprentices to clear up any misconceptions or to gain relevant and necessary information.

Further needs were highlighted by the study. For instance, apprentices should be informed of minimum legal rights to tea and meal breaks. This information could be given by the school, the Apprenticeship Board, or Labour Department officials and should definitely be given by employers. To assume that employers will automatically inform apprentices of their rights is apparently not enough, particularly in the case of hairdressers. Although most seem to have complied, it appears that several have abused the system. Extra time worked through sacrifice of such breaks is not counted towards fulfilling the apprenticeship requirement of hours, and is not rewarded financially. Rather it appears to be a means of acquiring cheap labour.

If the interest and motivation of apprentices to continue in their chosen career is to be maintained, it may be necessary to share out the less pleasant work duties in what is seen to be a more equitable fashion. Many subjects, male and female, complained of what they considered unfair treatment, particularly in their first year, in the form of constant cleaning duties and un - or semi-skilled labour (e.g: shampooing and observing for one year) and - for males - being the target for practical jokes and blame-laying.

Length of apprenticeship was a frequent target for

criticism. Reduction of time could be considered for those making outstanding (above average) progress and displaying competence, measureable both by internal assessment and external examination.

Pay levels for hairdressing apprentices are also much in need of improvement.

Creation of a check list of suggested training objectives to be achieved per 100 hours could provide employers with a useful guide to facilitate more systematic on-the-job instruction of apprentices. This would not be intended as a rigid, step-by-step training programme, but rather a means of ensuring more structure and purpose to the apprentices' on-the-job training.

A need for frequent checks on apprentices in the field and interviews with both apprentices and employers on progress being made seems to be indicated.

The length of block courses at the Technical Institute was another source of discontent, particularly for Carpenters and Joiners who frequently found major changes had occured on their building sites during their absence, and which they had not been able to observe or participate in.

A greater number of shorter courses would help to overcome this problem and would also avoid the situation where employers are faced with long absences of their apprentices from the work place.

More relevant, up-to-date practical work was also seen as necessary in the Institute courses.

Apprenticeship pre-entry programmes run prior to formal commitment to an apprenticeship, or immediately upon entering, could be arranged, covering those areas of basic information outlined earlier.

Even for those who have at school received some of the basic information, reiteration is still of value.

Apprenticeship to a trade rather than to am employer might be possible, thus enabling apprentices to experience work and different techniques at a variety of firms. Insurance would have to be made that basic instruction was given on each site.

A system of deferred apprenticeship is another possibility, and perhaps training-by-stages, in which if the

apprenticeship is not completed, credit is given for skills mastered, and the apprenticeship can be resumed at a later date.

Further recommendations could include:

- greater encouragement for females to enter a wider range of apprenticeships, particularly in the traditionally 'male' areas;
- graded classes at the Technical Institute enabling slower learners to be grouped together for extra instruction, while the more able can progress at a faster rate at a level more suited to their abilities;
- a greater use of pre-apprenticeship training schemes, as exist for Maori and Island young people;
- extension of the adult apprenticeship scheme;
- more incentives for employers to take on apprentices, with additional subsidies to those employing apprentices who prove - through internal assessment and external examination - to achieve better than average results. The aim would be to encourage more in-depth on-the-job training.

In retrospect, the current study could have been modified and improved. Earlier planning may have enabled an opportunity to administer the questionnaire to first and third year apprentices as originally intended, rather than just to those groups which happened to be available at the time.

The pilot study of the apprenticeship questionnaire failed to reveal some difficulties which later emerged during the final study. In particular, question 11, "Have you passed any of these exams?" should have included an option allowing passes in individual School Certificate papers to be indicated.

The misinterpretation of "tiresome" in question 57, and the ambiguity of "smart" in question 59 were also not apparent in the pilot study, yet caused difficulty for many during the final study.

Several subjects required help with reading some questions and with recording their responses to open-ended questions, the most frequent need being assistance with spelling. However, most subjects appeared to be able to cope with the questionnaire content.

Inappropriate or facetious answers were few and were

usually given by males. As noted earlier, these were recorded as "no answer" responses. Most subjects seemed to respond sincerely to the questionnaire, although more males than females tended to avoid the open-ended questions. The responses given by females were generally longer and more complex than those given by the males, while males tended to be more explicit and picturesque in their choice of language.

The analysis of the data could have been made easier had the questions been so designed as to take advantage of computer technology. Although this was the original intention it later proved to be not possible, and it became necessary to record and tally responses manually.

Two items in the apprenticeship questionnaire yielded no useful information and could have been omitted, namely question four ("Present occupation") and eight ("What High Schools did you go to?") Similarly, item five (a) could have been omitted from the school questionnaire ("what is the name of your school?")

Each of the major sections of the apprenticeship questionnaire could form the basis of complete studies in themselves, namely: home and school; apprenticeship pre-entry, and the apprenticeship system; the Technical Institute; and job satisfaction. As the object of the current study was to obtain an overview of the transition from school to work, it was felt that the length of the apprenticeship questionnaire and the mass of data obtained were justified.

This study could be extended in several ways. For instance, more comprehensive coverage could be made of apprentices at all stages of an apprenticeship, namely first years, second years, etc., rather than at selected stages. A further possibility is to make a longitudinal study following intending apprentices from the secondary school through the various stages of their apprenticeship to the point of completion of the apprenticeship or dropping out. The reasons for dropping out could form the basis of a further study amongst those apprentices who did not complete their training or who entered a different field of employment upon completion of their training. Finally a survey could be made of employers to ascertain their attitudes to the apprenticeship

system and to the apprentices in their care, their own role concept and training practices, and to determine areas in which they see the greatest needs for improvement.

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A P P E N D I C E S

Table 40 Age distribution of apprentices, in years and months

Groups	Age in Years and Months															
	15.0-16.0		16.01-17.0		17.01-18.0		18.01-19.0		19.01-20.0		20.01-22.0		22.01-24.0		Over 24		No Answer	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
H1	0	0	8	36.36	9	40.9	2	9.09	1	4.54	1	4.54	0	0	0	0	1	4.54
H2	0	0	7	11.86	30	50.84	18	30.5	2	3.38	0	0	0	0	1	1.69	1	1.69
H3	0	0	0	0	1	2.77	21	58.33	12	33.33	1	2.77	0	0	0	0	1.	2.77
H4	0	0	0	0	0	0	5	41.66	5	41.66	2	16.66	0	0	0	0	0	0
J	0	0	14	29.78	19	40.42	12	25.53	2	4.25	0	0	0	0	0	0	0	0
C1	0	0	20	22.99	42	48.26	16	18.39	3	3.45	3	3.45	1	1.15	2	2.3	0	0
C2	0	0	1	5.26	9	47.36	4	21.05	1	5.26	3	15.78	0	0	1	5.26	0	0
Females	0	0	15	11.62	40	31.0	46	35.66	20	15.5	4	3.1	0	0	1	0.77	3	2.32
Males	0	0	35	22.88	70	45.75	32	20.92	6	3.92	6	3.92	1	0.65	3	1.96	0	0

Table 41 Relationship of father's occupation to apprenticeship

Groups	Father's Occupation									
	Same		Related		Different		Did Not Apply		No Answer	
	No.	%	No.	%	No.	%	No.	%	No.	%
H1	0	0	0	0	18	81.81	1	4.54	3	13.63
H2	0	0	0	0	53	89.83	3	5.08	3	5.08
H3	0	0	0	0	29	80.55	2	5.55	5	13.88
H4	0	0	0	0	11	91.66	0	0	1	8.33
J	2	4.25	6	12.76	33	70.21	2	4.25	4	8.51
C1	13	14.94	4	4.6	60	68.97	5	5.75	5	5.75
C2	3	15.78	0	0	14	73.68	1	5.26	1	5.26
Females	0	0	0	0	111	86.04	6	4.65	12	9.3
Males	18	11.76	10	6.54	107	69.93	8	5.23	10	6.54

Table 42 Relationship of mother's occupation to apprenticeship

Groups	Mother's Occupation									
	Same		Related		Different		Did Not Apply		No Answer	
	No.	%	No.	%	No.	%	No.	%	No.	%
H1	0	0	0	0	8	36.36	11	50.0	3	13.63
H2	1	1.6	0	0	35	59.32	20	33.89	3	5.08
H3	1	2.77	0	0	19	52.77	14	38.88	2	5.55
H4	0	0	0	0	7	58.33	5	41.66	0	0
J	0	0	0	0	17	36.17	27	57.44	3	6.38
C1	0	0	0	0	26	29.89	51	58.62	10	11.49
C2	0	0	0	0	10	52.63	7	36.84	2	10.52
Females	2	1.55	0	0	69	53.48	50	38.75	8	6.02
Males	0	0	0	0	53	34.64	85	55.56	15	9.8

Table 43 Apprentices' form in final year at secondary school

Groups	Form on Leaving											
	3rd Form		4th Form		5th Form		6th Form		7th Form		No Answer	
	No	%	No.	%	No.	%	No.	%	No.	%	No.	%
H1	0	0	4	18.18	16	72.72	2	9.09	0	0	0	0
H2	0	0	10	16.94	42	71.18	6	10.16	1	1.69	0	0
H3	0	0	8	22.22	25	69.44	3	8.33	0	0	0	0
H4	0	0	1	8.33	11	91.66	0	0	0	0	0	0
J	0	0	6	12.76	36	76.59	5	10.53	0	0	0	0
C1	0	0	3	3.45	50	57.47	30	34.48	4	4.6	0	0
C2	0	0	1	5.26	13	68.42	5	26.31	0	0	0	0
Females	0	0	23	17.82	94	72.86	11	8.52	1	0.77	0	0
Males	0	0	10	6.54	99	64.71	40	26.14	4	2.61	0	0

Table 44 Number of secondary schools attended by each apprentice

Groups	Number of Schools									
	1		2		3		4 or more		No Answer	
	No.	%	No.	%	No.	%	No.	%	No.	%
H1	22	100.0	0	0	0	0	0	0	0	0
H2	56	94.1	3	5.08	0	0	0	0	0	0
H3	35	97.22	1	2.77	0	0	0	0	0	0
H4	11	91.66	1	8.33	0	0	0	0	0	0
J	43	91.48	2	4.25	0	0	1	2.12	1	2.12
C1	80	91.95	4	4.6	1	1.15	0	0	2	2.3
C2	17	89.47	2	10.52	0	0	0	0	0	0
Females	124	96.12	5	3.87	0	0	0	0	0	0
Males	140	91.5	8	5.23	1	0.65	1	0.65	3	1.96

Table 45 School examinations passed by apprentices

Groups	Exams Passed											
	School Cert.		U.E.		Bursary		C.M.A.		Other		No Answer	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
H1	9	40.9	0	0	0	0	1	4.54	1	4.54	11	9.09
H2	17	28.81	1	1.69	0	0	4	6.77	1	1.69	36	61.01
H3	7	19.44	1	2.77	0	0	0	0	2	5.55	27	75.0
H4	0	0	0	0	0	0	0	0	1	8.33	11	91.66
J	24	51.06	0	0	0	0	5	10.63	1	2.12	20	42.55
C1	52	59.77	11	12.64	0	0	6	6.90	1	1.15	22	25.29
C2	7	36.84	0	0	0	0	0	0	2	10.52	10	52.63
Females	33	25.58	2	1.55	0	0	5	3.87	5	3.87	85	65.89
Males	83	54.25	11	7.19	0	0	11	7.19	4	2.61	52	33.99

Table 46 Apprectices' reported strength of desire to leave school

Groups	Desire to Leave											
	Very Much		Quite a Lot		Didn't Mind		Not Very Much		Not At All		No Answer	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
H1	10	45.45	8	36.36	4	18.18	0	0	0	0	0	0
H2	21	35.59	19	32.2	12	20.33	4	6.77	2	3.38	1	1.69
H3	11	30.55	12	33.33	13	36.11	0	0	0	0	0	0
H4	4	33.33	3	25.0	5	41.66	0	0	0	0	0	0
J	14	29.78	17	36.17	14	29.78	2	4.25	0	0	0	0
C1	31	35.63	28	32.18	19	21.83	6	6.9	2	2.3	1	1.15
C2	8	42.1	8	42.1	3	15.78	0	0	0	0	0	0
Females	46	35.65	42	32.55	34	26.35	4	3.1	2	1.55	1	0.77
Males	53	34.64	53	34.64	36	23.53	8	5.23	2	1.31	1	0.65

Table 47 Number of full-time jobs held by apprentices between leaving school and starting work

Groups	Number of Jobs Held (full-time)													
	No Jobs		1 Job		2 Jobs		3 Jobs		4 Jobs		5 Jobs		No Answer	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
H1	14	63.63	3	13.63	1	4.54	2	9.09	0	0	0	0	2	9.09
H2	42	71.18	10	16.94	4	6.77	0	0	1	1.69	1	1.69	1	1.69
H3	30	83.33	5	13.88	0	0	0	0	0	0	0	0	1	2.77
H4	7	58.33	3	25.0	0	0	0	0	0	0	0	0	2	16.67
J	33	70.21	5	10.63	3	6.38	1	2.12	1	2.12	0	0	4	8.51
C1	63	72.41	14	16.09	4	4.6	0	0	2	2.3	3	3.45	1	1.15
C2	14	73.68	0	0	1	5.26	0	0	0	0	3	15.78	1	5.26
Females	93	72.09	21	16.28	5	3.88	2	1.55	1	0.78	1	0.78	6	4.65
Males	110	71.9	19	12.42	8	5.23	1	0.65	3	1.96	6	3.92	6	3.92

Table 48 Number of part-time jobs held by apprentices between leaving school and starting work

Groups	Number of Jobs Held (part-time)													
	No Jobs		1 Job		2 Jobs		3 Jobs		4 Jobs		5 Jobs		No Answer	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
H1	7	31.81	6	27.27	6	27.27	1	4.54	0	0	0	0	2	9.09
H2	36	61.02	13	22.03	4	6.77	2	3.39	0	0	0	0	4	6.7
H3	23	63.88	9	25.0	1	2.77	0	0	0	0	0	0	3	8.33
H4	6	50.0	3	25.0	0	0	0	0	0	0	0	0	3	25.0
J	29	61.7	8	17.02	5	10.63	0	0	1	2.12	2	4.25	2	4.25
C1	42	48.28	22	25.29	9	10.34	7	8.05	2	2.3	1	1.15	4	4.6
C2	10	52.63	2	10.52	4	21.05	2	10.52	0	0	0	0	1	5.26
Females	72	55.81	31	24.03	11	8.53	3	2.33	0	0	0	0	12	9.3
Males	81	52.94	32	20.92	18	11.76	9	5.88	3	1.96	3	1.96	7	4.58

Table 49 How soon before leaving school the decision was made to take an apprenticeship

Groups	When Decided									
	More than 1 year before leaving		7-12 months before leaving		1-6 months before leaving		On leaving school		After leaving school		No Answer	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
H1	5	22.72	4	18.18	7	31.81	2	9.09	4	18.18	0	0
H2	19	32.2	7	11.86	14	23.72	9	15.25	10	16.94	0	0
H3	13	36.11	6	16.67	9	25.0	4	11.11	4	11.11	0	0
H4	2	16.67	0	0	2	16.67	7	58.33	1	8.33	0	0
J	16	34.04	8	17.02	9	19.14	9	19.14	5	10.63	0	0
C1	27	31.03	9	10.34	27	31.03	7	8.05	17	19.54	0	0
C2	8	42.1	2	10.42	5	26.31	1	5.26	3	15.78	0	0
Females	39	30.23	17	13.18	32	24.81	22	17.05	19	14.73	0	0
Males	51	33.33	19	12.42	41	26.8	17	11.11	25	16.34	0	0

Table 50 Apprentices' reasons for starting an apprenticeship

Groups	Reasons for starting											
	Skill, Trade, Security		No Alternative		Like the Job		Job Available		Family Involved		Other		No Answer	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
H1	5	22.72	0	0	12	54.55	2	9.09	0	0	2	9.09	1	4.54
H2	21	35.59	0	0	28	47.45	2	3.38	1	1.69	6	10.16	1	1.69
H3	13	36.11	0	0	19	52.77	0	0	0	0	1	2.77	3	8.33
H4	3	25.0	2	16.67	4	33.33	0	0	0	0	2	16.67	1	8.33
J	8	17.02	1	2.12	25	53.19	8	17.02	0	0	6	12.76	4	8.51
C1	19	21.84	4	4.6	42	48.28	2	2.3	1	1.15	13	14.94	6	6.9
C2	5	26.31	0	0	9	47.36	2	10.52	0	0	3	15.78	0	0
Females	42	32.56	2	1.55	63	48.84	4	3.1	1	0.78	11	8.53	6	4.65
Males	32	20.92	5	3.27	76	49.67	12	7.84	1	0.65	22	14.38	10	6.54

Table 51 Sources of most help for apprentices in deciding to take an apprenticeship

Groups	Source of Help in Deciding													
	Parents		Friends		Teachers		Relatives		Counsellors		Self		Other		No Answer	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
H1	8	36.36	1	4.55	0	0	0	0	1	4.55	12	54.55	0	0	1	4.55
H2	23	38.9	1	1.69	0	0	1	1.69	1	1.69	33	55.9	0	0	0	0
H3	13	36.11	1	2.77	0	0	0	0	2	5.56	20	55.56	0	0	0	0
H4	6	50.0	0	0	0	0	1	8.33	0	0	4	33.33	1	8.33	0	0
J	17	36.17	0	0	2	4.25	0	0	0	0	25	53.19	2	4.25	1	2.12
C1	24	27.59	3	3.45	1	1.15	2	2.3	2	2.3	50	57.47	3	3.45	2	2.3
C2	3	15.78	2	10.52	0	0	0	0	0	0	14	73.68	0	0	0	0
Females	50	38.76	3	2.33	0	0	2	1.55	4	3.1	59	45.74	1	0.78	1	0.78
Males	44	28.76	5	3.27	3	1.96	2	1.31	2	1.31	89	58.17	5	3.27	3	1.96

Table 52 Numbers of apprentices for whom introduction to workmates was/was not given

Groups	Introduction Given					
	Yes		No		No Answer	
	No.	%	No.	%	No.	%
H1	15	68.18	7	31.81	0	0
H2	56	94.92	3	5.08	0	0
H3	35	97.22	1	2.78	0	0
H4	10	83.33	2	16.67	0	0
J	38	80.85	7	14.89	2	4.25
C1	72	82.76	13	14.94	2	2.3
C2	17	89.47	2	10.52	0	0
Females	116	89.92	13	10.08	0	0
Males	127	83.01	22	14.38	4	2.61

Table 53 Numbers of apprentices who did/did not feel encouraged to learn

Groups	Encouraged to Learn					
	Yes		No.		No Answer	
	No	%	No.	%	No.	%
H1	20	90.09	2	9.09	0	0
H2	48	81.35	9	15.25	2	3.38
H3	31	86.11	5	13.89	0	0
H4	11	91.67	1	8.33	0	0
J	39	82.97	8	17.02	0	0
C1	77	88.5	8	9.2	2	2.3
C2	15	78.94	4	21.05	0	0
Females	110	85.27	17	13.18	2	1.55
Males	131	85.62	20	13.07	2	1.31

Table 54 Apprentices' comparison of work and school

Groups	Work Compared with School					
	Better		Worse		No Answer	
	No.	%	No.	%	No.	%
H1	22	100.0	0	0	0	0
H2	54	91.53	3	5.08	2	3.38
H3	35	97.22	0	0	1	2.77
H4	12	100.0	0	0	0	0
J	46	97.87	1	2.12	0	0
C1	79	90.8	5	5.75	3	3.45
C2	19	100.0	0	0	0	0
Females	123	95.35	3	2.33	3	2.33
Males	144	94.12	6	3.92	3	1.96

Table 55 Apprentices' reasons for preferring work to school

Groups	Nature of Comments									
	1) Positive About Job		2) Negative About School		Mixture of 1 + 2		Negative About Work		No Answer	
	No.	%	No.	%	No.	%	No.	%	No.	%
H1	18	81.81	0	0	3	13.64	0	0	1	4.55
H2	44	74.57	0	0	8	13.55	1	1.69	3	5.08
H3	24	66.67	1	2.78	5	13.89	4	11.11	2	5.55
H4	11	91.67	0	0	0	0	0	0	1	8.33
J	33	70.21	1	2.12	9	19.14	0	0	3	6.38
C1	59	67.82	0	0	16	18.4	0	0	7	8.05
C2	18	94.73	1	5.26	0	0	0	0	0	0
Females	97	75.19	1	0.78	16	12.4	5	3.88	7	5.43
Males	110	71.9	2	1.31	25	16.34	0	0	10	6.54

Table 56 Apprentices' reasons for preferring school to work

Groups	Nature of Comments							
	1) Negative About Work		2) Positive About School		Mixture of 1 + 2		No Answer	
	No.	%	No.	%	No.	%	No.	%
H1	0	0	0	0	0	0	0	0
H2	2	3.38	0	0	1	1.69	0	0
H3	0	0	0	0	0	0	0	0
H4	0	0	0	0	0	0	0	0
J	1	2.12	0	0	0	0	0	0
C1	2	2.3	3	3.45	0	0	0	0
C2	0	0	0	0	0	0	0	0
Females	2	3.38	0	0	1	0.78	0	0
Males	3	1.96	3	1.96	0	0	0	0

Table 57 Numbers of apprentices whose feelings have/have not changed since starting the apprenticeship

Groups	Have Feelings Changed?					
	Yes		No		No Answer	
	No.	%	No.	%	No.	%
H1	5	22.73	17	77.27	0	0
H2	25	42.37	34	57.62	0	0
H3	15	41.67	21	58.33	0	0
H4	4	33.33	8	66.67	0	0
J	12	25.53	34	72.34	1	2.12
C1	28	32.18	58	66.67	1	1.15
C2	7	36.84	12	63.15	0	0
Females	49	37.98	80	62.02	0	0
Males	47	30.72	104	67.97	2	1.31

Table 58 Numbers of apprentices who would/would not choose the same job again

Groups	Choose Job Again							
	Yes		No		Don't Know		No Answer	
	No.	%	No.	%	No.	%	No.	%
H1	17	77.27	0	0	5	22.72	0	0
H2	39	66.1	3	5.08	17	28.81	0	0
H3	21	58.33	2	5.55	13	36.11	0	0
H4	3	25.0	2	16.66	7	58.33	0	0
J	27	57.44	7	14.89	12	25.53	1	2.12
C1	47	54.02	5	5.75	34	39.08	1	1.15
C2	10	52.63	2	10.52	7	36.84	0	0
Females	80	62.02	7	5.43	42	32.56	0	0
Males	84	54.9	14	9.15	53	34.64	2	1.31

Table 59 Apprentices' expected occupation in five years' time

Groups	Expected Job in 5 Years											
	Same		Related		Different		Don't Know		Married		No Answer	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
H1	18	81.81	0	0	0	0	2	9.09	1	4.54	1	4.54
H2	37	62.71	2	3.38	5	8.47	10	16.94	4	6.77	1	1.69
H3	18	50.0	0	0	4	11.11	5	13.88	9	25.0	0	0
H4	7	58.33	0	0	0	0	3	25.0	1	8.33	1	8.33
J	18	38.29	1	2.12	11	23.4	11	23.4	0	0	6	12.76
C1	39	44.83	1	1.15	21	24.14	23	26.44	0	0	3	3.45
C2	6	31.57	0	0	6	31.57	6	31.57	0	0	1	5.26
Females	80	62.02	2	1.55	9	6.98	20	15.5	15	11.63	3	2.33
Males	63	41.18	2	1.31	38	24.84	40	26.14	0	0	10	6.54

Table 60 Numbers of apprentices who thought the apprenticeship system could/could not be improved

Groups	Improvements?					
	Yes		No		No Answer	
	No.	%	No.	%	No.	%
H1	15	68.18	5	22.72	2	9.09
H2	37	62.71	15	25.42	7	11.86
H3	23	63.88	11	30.55	2	5.55
H4	7	58.33	3	25.0	2	16.66
J	17	36.17	23	48.93	7	14.89
C1	42	48.28	36	41.38	9	10.34
C2	10	52.63	6	31.57	3	15.78
Females	82	63.57	34	26.36	13	10.08
Males	69	35.10	65	42.48	19	12.42

Table 61 Technical Institute subjects thought useful by female apprentices

Useful Technical Subjects	Groups									
	H1		H2		H3		H4		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Practical	12	54.55	20	33.9	21	58.33	5	41.67	58	44.96
Theory	2	9.09	19	32.2	13	36.11	5	41.67	39	30.23
Art	7	31.82	15	25.42	7	19.44	1	8.33	30	23.26
English	3	13.64	9	15.25	8	22.22	2	16.67	22	17.05
Most	3	13.64	0	0	0	0	0	0	3	2.33
All	4	18.18	9	15.25	4	11.11	3	25.0	20	15.5
None	0	0	1	1.69	1	2.78	0	0	2	1.55
No Answer	1	4.54	12	20.33	5	13.88	2	16.67	20	15.5

Table 62 Technical Institute subjects thought useful by male apprentices

Useful Technical Subjects	Groups							
	J		C1		C2		Total	
	No.	%	No.	%	No.	%	No.	%
Practical	25	53.19	16	18.39	5	26.32	46	30.07
Theory	14	29.79	13	14.94	2	10.53	29	18.95
Maths	2	4.26	0	0	3	15.79	5	3.27
Liberal Studies	3	6.38	0	0	0	0	3	1.96
Most	3	6.38	0	0	6	31.58	9	5.88
All	6	12.77	33	37.93	6	31.58	45	29.41
None	1	2.13	6	6.9	1	5.26	8	5.23
No Answer	9	19.14	18	20.69	4	21.05	31	20.26

Table 63 Technical Institute subjects seen as less useful by female apprentices

Less Useful Subjects	Groups									
	H1		H2		H3		H4		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Practical	1	4.55	4	6.88	3	8.33	0	0	8	6.2
Theory	2	9.09	0	0	3	8.33	0	0	5	3.88
Art	3	13.64	15	25.42	13	36.11	5	41.67	36	27.91
English	8	36.36	22	37.29	13	36.11	3	25.0	46	35.66
First Aid	1	4.55	0	0	0	0	0	0	1	0.78
Health	0	0	0	0	2	5.56	0	0	2	1.55
Electrical	0	0	0	0	1	2.78	1	8.33	2	1.55
No Answer	10	45.5	25	42.37	17	47.22	7	58.33	59	45.74

Table 64 Technical Institute subjects seens as less useful by male apprentices

Less Useful Subjects	Groups							
	J		C1		C2		Total	
	No.	%	No.	%	No.	%	No.	%
Practical	5	10.64	1	1.15	0	0	6	3.92
Theory	1	2.13	5	5.75	2	10.53	8	5.23
Maths	2	4.26	0	0	0	0	2	1.31
Experiments	0	0	8	9.2	0	0	8	5.23
Liberal Studies	10	21.28	7	8.05	1	5.26	18	11.76
Specific Tutor	0	0	1	1.15	0	0	1	0.65
No Answer	28	59.47	65	74.71	16	84.21	109	71.24

Table 65 Numbers of apprentices who liked/disliked the Technical Institute courses

Groups	Do You Like the Courses?					
	Yes		No		No Answer	
	No.	%	No.	%	No.	%
H1	20	90.9	1	4.55	1	4.55
H2	48	81.35	9	15.25	2	3.38
H3	28	77.77	7	19.44	1	2.77
H4	11	91.66	1	8.33	0	0
J	34	72.34	9	19.34	4	8.51
C1	66	75.86	20	22.99	1	1.15
C2	9	47.36	9	47.36	1	5.26
Females	107	82.95	18	13.95	4	3.1
Males	109	71.24	38	24.84	6	3.92

Table 66 Numbers of apprentices who thought the Technical Institute courses could/could not be improved

Groups	Course Improvements?					
	Yes		No		No Answer	
	No.	%	No.	%	No.	%
H1	8	36.36	12	54.55	2	9.09
H2	25	42.37	30	50.84	4	6.77
H3	12	33.33	21	58.33	3	8.33
H4	5	41.67	5	41.67	2	16.66
J	22	46.8	18	38.29	7	14.89
C1	37	42.53	40	45.98	10	11.49
C2	13	68.42	4	21.05	2	10.52
Females	50	38.76	68	52.71	11	8.53
Males	72	47.06	62	40.52	19	12.42

Table 67 Further comments made by apprentices

Groups	Nature of Comments																			
	Training on Job		Length of Apprentice-ship		Satisfied		Dis-satisfied		Security		Technical Institute		Work Con-ditions, Task		Pay		Other		No Answer	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
H1	1	4.55	2	9.09	2	9.09	0	0	0	0	0	0	0	0	0	0	0	0	17	77.27
H2	0	0	3	5.08	2	3.38	1	1.69	0	0	0	0	3	5.08	2	2.38	7	11.86	45	76.27
H3	1	2.78	2	5.56	4	11.11	0	0	0	0	0	0	0	0	3	8.33	2	2.56	24	66.67
H4	0	0	2	16.67	0	0	0	0	0	0	0	0	1	8.33	1	8.33	2	16.67	9	75.00
J	2	4.25	1	2.12	1	2.12	2	4.25	4	8.51	2	4.25	2	4.25	0	0	1	2.12	36	76.59
C1	0	0	3	3.45	1	1.15	0	0	2	2.3	2	2.3	2	2.3	0	0	4	4.6	74	85.06
C2	0	0	0	0	0	0	1	5.26	0	0	0	0	0	0	0	0	0	0	18	94.73
Females	2	1.55	9	6.98	8	6.2	1	0.78	0	0	0	0	4	3.1	6	4.65	11	8.53	95	73.64
Males	2	1.31	4	2.61	2	1.31	3	1.96	6	3.92	4	2.61	4	2.61	0	0	5	3.27	128	83.66

Table 68 Apprentices' descriptions of their job

Descriptions	Groups															
	H1		H2		H3		H4		J		C1		C2		Females		Males	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Fascinating	14	63.64	32	54.23	27	75.0	6	50.0	23	48.93	38	43.68	7	36.84	79	61.24	68	44.44
Routine	12	54.55	28	47.45	18	50.0	8	66.67	24	51.06	34	39.08	9	47.36	66	51.16	67	43.79
Satisfying	20	90.9	51	86.44	31	86.11	10	83.33	38	80.85	73	83.9	13	68.42	112	86.82	124	81.05
Boring	0	0	9	15.25	1	2.78	2	16.67	9	19.14	12	13.79	1	5.26	12	9.3	22	14.38
Good	20	90.9	51	86.44	29	80.56	11	91.67	39	82.97	76	87.36	16	84.21	111	86.05	131	85.62
Creative	20	90.9	52	88.13	34	94.44	11	91.67	29	61.7	68	78.16	10	52.63	117	90.7	107	69.93
Respected by Others	9	40.9	25	42.37	20	55.56	6	50.0	20	42.55	36	41.38	10	52.63	60	46.51	66	43.14
Hot	3	13.63	13	22.03	7	19.44	4	33.33	6	12.76	23	26.44	5	26.31	27	20.93	34	22.22
Pleasant	20	90.9	50	84.74	27	75.0	10	83.33	31	65.95	58	66.67	12	63.15	107	82.95	101	66.01
Useful	20	90.9	53	89.83	34	94.44	10	83.33	30	63.82	80	91.95	18	94.73	117	90.7	128	83.66
Tiring	12	54.55	40	67.79	19	52.78	8	66.67	18	38.29	36	41.38	10	52.63	79	61.24	64	41.83
Healthy	8	36.36	13	22.03	13	36.11	1	8.33	20	42.55	72	82.76	14	73.68	35	27.13	106	69.28
Challenging	19	86.36	51	86.44	34	94.44	12	100.0	34	72.34	76	87.36	12	63.15	116	89.92	122	79.74
Frustrating	5	22.72	24	40.67	18	50.0	7	58.33	15	31.91	35	40.23	6	31.57	54	41.86	56	36.6
Simple	0	0	4	6.77	2	5.55	0	0	4	8.51	13	14.94	4	21.05	6	4.65	21	13.73
Endless	3	13.63	21	35.59	12	33.33	7	58.33	14	29.78	18	20.69	7	36.84	43	33.33	39	25.49
Sense of Accomplishment	20	90.9	48	81.35	31	86.11	12	100.0	38	80.85	75	86.2	15	78.94	111	86.05	128	83.66
Positive	19	86.36	53	89.83	34	94.44	12	100.0	36	76.59	74	85.06	16	84.21	118	91.47	126	82.35
Negative	0	0	2	3.38	0	0	0	0	2	4.25	3	3.45	0	0	2	1.55	5	3.27
Neutral	1	4.55	1	1.69	1	2.77	0	0	3	6.38	4	4.6	2	10.52	3	2.32	9	5.88
No Answer	2	9.09	3	5.08	1	2.77	0	0	6	12.76	6	6.9	1	5.26	6	4.65	13	8.5

Table 69 Apprentices' descriptions of their pay

Descriptions	Groups													
	H1		H2		H3		H4		J		C1		C2		Females		Males	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Income Adequate	8	36.36	20	33.89	13	36.11	1	8.33	31	65.95	50	57.47	13	68.42	42	32.56	94	61.44
Company Shares Profits	1	4.54	5	8.47	2	2.56	1	8.33	6	12.76	6	6.9	2	10.52	9	6.98	14	9.15
Barely Live on Income	9	40.9	28	47.45	16	44.44	6	50.0	14	29.78	24	27.59	3	15.78	59	45.74	41	26.8
Bad	7	31.89	29	49.15	16	44.44	3	25.0	9	19.14	23	26.44	5	26.31	55	42.64	37	24.18
Provides Luxuries	3	13.63	6	10.16	5	13.89	0	0	20	42.55	30	34.48	5	26.31	14	10.85	55	35.95
Insecure	3	13.63	10	16.94	2	2.56	1	8.33	11	23.4	16	18.39	4	21.05	16	12.4	31	20.26
Less Than Deserve	12	54.55	34	57.62	19	52.78	7	58.33	18	38.29	33	37.93	6	31.57	72	55.81	57	37.25
Highly Paid	1	4.55	2	3.38	2	2.56	1	8.33	7	14.89	8	9.2	1	5.26	6	4.65	16	10.46
Underpaid	13	59.09	34	57.62	22	61.11	6	50.0	16	34.04	32	36.78	7	36.84	75	58.14	55	35.95
Positive	6	27.27	14	23.72	9	25.0	2	16.67	21	44.68	42	48.28	12	63.15	31	24.03	75	49.02
Negative	12	54.55	40	67.79	23	63.89	8	66.67	19	40.42	29	33.33	5	26.31	83	64.34	53	34.64
Neutral	2	9.09	2	3.38	3	8.33	1	8.33	2	4.25	7	8.06	1	5.26	8	6.2	10	6.54
No Answer	2	9.09	3	5.08	1	2.78	1	8.33	5	10.63	9	10.34	1	5.26	7	5.43	15	9.8

Table 70 Apprentices' descriptions of their chances for promotion

Descriptions	Groups													
	H1		H2		H3		H4		J		C1		C2		Females		Males	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Good Opportunity	14	63.64	35	59.32	25	69.44	7	58.33	24	51.06	49	56.32	8	42.1	81	62.79	81	52.94
Opportunity Limited	5	22.72	27	45.76	9	25.0	7	58.33	15	31.91	25	28.74	10	52.63	48	37.21	50	32.68
Promotion on Ability	10	45.45	28	47.45	18	50.0	2	16.67	18	38.29	40	45.98	10	52.63	58	44.96	68	44.44
Dead-end Job	0	0	5	8.47	1	2.77	1	8.33	4	8.51	6	6.9	4	21.05	7	5.43	14	9.15
Good Chance for Promotion	9	40.9	22	37.28	16	44.44	4	33.33	18	38.29	39	44.83	7	36.84	51	39.53	64	41.83
Unfair Promotion Policy	1	4.55	11	18.64	5	13.88	2	16.67	8	17.02	9	10.34	0	0	19	14.73	17	11.11
Don't Happen Often	4	18.18	23	38.98	15	41.66	7	58.33	24	51.06	31	35.63	12	63.15	49	37.98	67	43.79
Regular	6	27.27	6	10.16	9	25.0	1	8.33	2	4.25	12	13.79	0	0	22	17.05	14	9.15
Fairly Good	9	40.9	23	38.98	17	47.22	3	25.0	14	29.78	32	36.78	8	42.1	52	40.31	54	35.29
Positive	10	45.45	29	49.15	25	69.44	3	25.0	19	40.42	44	50.57	11	57.89	67	51.94	74	48.37
Negative	1	4.55	19	32.2	7	19.44	7	58.33	15	31.91	19	21.84	7	36.84	34	26.36	41	26.8
Neutral	8	36.36	7	11.86	4	11.11	1	8.33	5	10.63	13	14.94	0	0	20	15.5	18	11.76
No Answer	3	13.63	4	6.77	0	0	1	8.33	8	17.02	11	12.64	1	5.26	8	6.2	20	13.07

Table 71 Apprentices' descriptions of their immediate supervisor

Descriptions	Groups															
	H1		H2		H3		H4		J		C1		C2		Females		Males	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Asks Advice	4	18.18	23	38.98	14	38.89	7	58.33	10	21.27	31	35.63	5	26.31	48	37.21	46	30.07
Hard to Please	5	22.72	24	40.67	12	33.33	3	25.0	15	31.91	35	40.23	6	31.57	44	34.11	56	36.6
Impolite	5	22.72	22	37.28	5	13.89	1	8.33	11	23.4	30	34.48	4	21.05	33	25.88	45	29.41
Praises Good Work	15	68.18	34	57.62	25	69.44	9	75.0	29	61.7	53	60.92	14	73.68	83	64.34	96	62.75
Tactful	12	54.55	28	47.45	23	63.89	6	50.0	28	59.57	47	54.02	10	52.63	69	53.49	85	55.56
Influences Others	9	40.9	33	55.93	21	58.33	6	50.0	28	59.57	50	57.47	13	68.42	69	53.49	91	59.48
Up-To-Date	12	54.55	38	64.4	21	58.33	9	75.0	31	65.95	55	63.22	14	73.68	80	62.02	100	65.36
Doesn't supervise Enough	3	13.63	20	33.89	8	22.22	1	8.33	12	25.53	16	18.39	3	15.78	32	24.81	93	60.78
Quick Tempered	6	27.27	28	47.45	11	30.56	4	33.33	14	29.78	29	33.33	10	52.63	49	37.98	53	34.64
Tells Me Where Stand	9	40.9	41	69.49	16	44.44	7	58.33	28	59.57	50	57.47	11	57.89	73	56.59	89	58.17
Annoying	7	31.89	25	42.37	8	22.22	4	33.33	9	19.14	30	34.48	5	26.31	44	34.11	44	28.76
Stubborn	5	22.72	25	42.37	8	22.22	5	41.67	10	21.27	30	34.48	7	36.84	43	33.33	47	30.72
Knows Job Well	14	63.64	47	79.66	27	75.0	7	58.33	38	80.85	68	78.16	17	89.47	95	73.64	123	80.39
Bad	2	9.09	7	11.86	1	2.77	0	0	2	8.51	4	4.6	2	10.52	10	7.75	8	5.23
Intelligent	9	40.9	37	62.71	21	58.33	9	75.0	27	57.44	52	59.77	13	68.42	67	51.94	92	60.13
Leaves Me on Own	6	27.27	28	47.45	23	63.89	9	75.0	27	57.44	51	58.62	13	68.42	66	51.16	91	59.48
Lazy	3	13.63	10	16.94	5	13.89	1	8.33	7	14.89	13	14.94	1	5.26	19	14.73	21	13.73
Around When Needed	12	54.55	33	55.93	22	61.11	8	66.67	31	65.95	47	54.02	13	68.42	75	58.14	91	59.48
Positive	12	54.55	41	69.49	26	72.22	10	83.33	31	65.95	60	68.97	16	84.21	79	61.24	107	69.93
Negative	4	18.18	13	22.03	4	11.11	1	8.33	5	10.63	16	18.39	1	5.26	22	17.05	22	14.38
Neutral	2	9.09	3	5.08	4	11.11	1	8.33	5	10.63	4	4.6	1	5.26	10	7.75	10	6.54
No Answer	4	18.18	2	3.38	2	5.55	0	0	6	12.76	7	8.05	1	5.26	14	6.2	14	9.15

Table 72 Apprentices' descriptions of their co-workers

Descriptions	Groups															
	H1		H2		H3		H4		J		C1		C2		Females		Males	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Interesting	17	72.79	44	74.57	30	83.33	8	66.67	37	78.12	69	79.31	12	63.15	99	76.74	118	77.12
Boring	0	0	7	11.86	5	13.88	2	16.67	6	12.76	14	16.09	3	15.78	14	10.85	23	15.03
Slow	0	0	8	13.55	8	22.22	3	25.0	6	12.76	12	13.79	2	10.52	19	14.73	20	13.07
Ambitious	13	59.09	25	42.37	23	63.88	6	50.0	24	51.06	37	42.53	8	42.1	67	51.94	69	53.49
Stupid	0	0	3	5.08	2	5.55	1	8.33	4	8.51	14	16.09	4	21.05	6	4.65	22	17.05
Responsible	16	72.73	46	77.96	26	72.22	6	50.0	35	74.46	63	72.41	16	84.21	94	72.87	114	74.51
Fast	13	59.09	35	59.32	21	58.33	3	25.0	27	57.44	60	68.97	11	57.89	72	55.81	98	64.05
Intelligent	13	59.09	45	76.27	26	72.22	7	58.33	28	59.57	58	66.67	12	63.15	91	70.54	98	64.05
Easy to Make Enemies	1	4.55	10	16.94	5	13.88	3	25.0	8	17.02	24	27.59	3	15.78	19	14.73	35	22.88
Talk Too Much	3	13.64	13	22.03	11	30.55	2	16.67	16	34.04	24	27.59	3	15.78	29	22.48	43	28.1
Lazy	3	13.64	19	32.2	7	19.44	4	33.33	5	10.63	17	19.54	2	10.52	33	25.58	24	15.69
Unpleasant	1	4.55	3	5.08	2	5.55	1	8.33	9	19.14	11	12.64	2	10.52	7	5.43	22	14.38
No Privacy	4	18.18	13	22.03	4	11.11	3	25.0	12	25.53	14	16.09	3	15.78	24	18.6	29	18.95
Active	15	68.18	35	59.32	24	66.67	7	58.33	32	68.08	57	65.52	15	78.94	81	62.79	104	67.97
Narrow Interests	2	9.09	20	33.89	15	41.66	3	25.0	10	21.27	23	26.44	4	21.05	40	31.01	37	24.18
Loyal	13	59.09	30	50.84	22	61.11	7	58.33	21	44.68	48	55.17	9	47.36	72	54.26	78	50.98
Hard To Meet	0	0	9	15.25	2	5.55	3	25.0	8	17.02	14	16.09	3	15.78	14	10.85	25	16.34
Positive	18	81.81	49	83.05	32	88.88	8	66.67	37	78.72	66	75.86	16	84.21	107	82.95	119	77.78
Negative	0	0	6	10.16	2	5.55	2	16.67	3	6.38	8	9.2	2	10.52	10	7.75	13	8.5
Neutral	1	4.55	0	0	2	5.55	1	8.33	1	2.12	4	4.6	0	0	4	3.1	5	3.27
No Answer	3	13.63	4	6.77	0	0	1	8.33	6	12.76	9	10.34	1	5.26	8	6.2	16	10.46

Table 73 Age distribution of school pupils, in years and months

Groups	Age in Years and Months											
	Under 15		15.0-15.06		15.07-16.0		16.01-16.06		16.07-17.0		17+		No Answer	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Females	1	16.67	2	33.33	3	50.0	0	0	0	0	0	0	0	0
Males	1	3.03	3	9.09	13	39.39	10	30.3	1	3.03	5	15.15	0	0

Table 74 Relationship of father's occupation to intended apprenticeship

Groups	Father's Occupation									
	Same		Related		Different		Did Not Apply		No Answer	
	No.	%	No.	%	No.	%	No.	%	No.	%
Females	0	0	0	0	6	100.0	0	0	0	0
Males	6	18.18	0	0	26	78.79	0	0	1	3.03

Table 75 Relationship of mother's occupation to intended apprenticeship

Groups	Mother's Occupation									
	Same		Related		Different		Did Not Apply		No Answer	
	No.	%	No.	%	No.	%	No.	%	No.	%
Females	0	0	0	0	4	66.67	2	33.33	0	0
Males	0	0	0	0	17	51.52	13	39.39	3	6.06

Table 76 Nature of school subjects taken by intending apprentices

Groups	School Subjects									
	Technical		General		Academic		Mix		No Answer	
	No.	%	No.	%	No.	%	No.	%	No.	%
Females	3	50.0	3	50.0	0	0	0	0	0	0
Males	28	54.85	5	15.15	0	0	0	0	0	0

Table 77 School pupils' intention to sit School Certificate

Groups	Intention To Sit S.C.							
	Yes		No		Don't Know		No Answer	
	No.	%	No.	%	No.	%	No.	%
Females	6	100.0	0	0	0	0	0	0
Males	26	78.79	4	12.12	3	9.09	0	0

Table 78 School pupils' intention to sit University Entrance

Groups	Intention To Sit U.E.							
	Yes		No		Don't Know		No Answer	
	No.	%	No.	%	No.	%	No.	%
Females	0	0	3	50.0	3	50.0	0	0
Males	1	3.03	20	50.61	12	36.36	0	0

Table 79 School pupils' intention to sit other exams

Groups	Intention To Sit									
	C.M.A. Certificate		University Bursary		Other		Don't Know		No Answer	
	No.	%	No.	%	No.	%	No.	%	No.	%
Females	1	16.67	0	0	0	0	3	50.0	2	33.33
Males	5	15.15	0	0	0	0	21	63.64	7	21.21

Table 80 Age (in years) at which pupils expected to leave school

Groups	Age Expected to Leave School (Years)													
	15		16		17		18		15-16		16-17		17-18		Don't Know	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Females	0	0	1	16.67	1	16.67	0	0	1	16.67	1	16.67	0	0	2	33.33
Males	2	6.06	11	33.33	9	27.27	1	3.03	1	3.03	3	9.09	4	12.12	2	6.06

Table 81 School pupils' intended further education

Groups	Further Education							
	Relevant Apprentice-ship		Non-Relevant Apprentice-ship		Don't Know		No Answer	
	No.	%	No.	%	No.	%	No.	%
Females	3	50.0	3	50.0	0	0	0	0
Males	6	18.18	27	81.82	0	0	0	0

Table 82 School pupils' intended diplomas, degrees, etc.

Groups	Intended Diplomas, etc.							
	Trades Certif-icate		Other		Don't Know		No Answer	
	No.	%	No.	%	No.	%	No.	%
Females	4	66.67	0	0	1	16.67	1	16.67
Males	21	63.64	3	9.09	2	6.06	7	21.21

Table 83 Relationship of pupils' hobbies to intended apprenticeship

Groups	Relationship to Apprenticeship									
	Directly Related		Indirectly Related		Not Related		Did Not Apply		No Answer	
	No.	%	No.	%	No.	%	No.	%	No.	%
Females	1	16.67	0	0	4	66.67	0	0	1	16.67
Males	11	33.33	2	6.06	18	54.55	0	0	2	6.06

Table 84 Relationship of pupils' clubs to intended apprenticeship

Groups	Relationship to Apprenticeship									
	Directly Related		Indirectly Related		Not Related		Did Not Apply		No Answer	
	No.	%	No.	%	No.	%	No.	%	No.	%
Females	0	0	0	0	5	83.33	0	0	1	16.67
Males	2	6.06	0	0	18	54.55	5	15.15	8	24.24

Table 85 Numbers of pupils who did/did not hold holiday or after-school jobs

Groups	Held Job					
	Yes		No		No Answer	
	No.	%	No.	%	No.	%
Females	5	83.33	1	16.67	0	0
Males	31	93.94	2	6.06	0	0

Table 86 Relationship of pupils' jobs to intended apprenticeship

Groups	Relationship to Apprenticeship							
	Directly Related		Not Related		Did Not Apply		No Answer	
	No.	%	No.	%	No.	%	No.	%
Females	1	16.67	4	66.67	1	16.67	0	0
Males	7	21.21	23	69.70	2	6.06	1	3.03

Table 87 Pupils' reported strength of desire to leave school

Groups	Degree of Looking Forward to Leaving											
	Very Much		Quite a Lot		Haven't Thought		Not Much		Not at all		No Answer	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Females	3	50.0	2	33.33	1	16.67	0	0	0	0	0	0
Males	6	18.18	13	39.39	12	36.36	2	6.06	0	0	0	0

Table 88 Pupils' expectations of parents' feelings if subject leaves school

Groups	Expectations of Parents' Feelings									
	Will Want me to Leave		Won't Mind		Will Want me to Stay		Don't Know		No Answer	
	No.	%	No.	%	No.	%	No.	%	No.	%
Females	1	16.67	4	66.67	1	16.67	0	0	0	0
Males	3	9.09	26	78.79	1	3.03	3	9.09	0	0

Table 89 Pupils' expectations of teachers' feelings if subject leaves school

Groups	Expectations of Teachers' Feelings									
	Will Want me to Leave		Won't Mind		Will Want me to Stay		Don't Know		No Answer	
	No.	%	No.	%	No.	%	No.	%	No.	%
Females	0	0	3	50.0	0	0	3	50.0	0	0
Males	4	12.12	10	30.3	0	0	19	57.58	0	0

Table 90 Strength of pupils' desire to start work

Groups	Degree of Looking Forward to Starting Work											
	Very Much		Quite a Lot		Haven't Thought		Not Very Much		Not at All		No Answer	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Females	5	83.33	1	16.67	0	0	0	0	0	0	0	0
Males	14	42.42	15	45.45	4	12.12	0	0	0	0	0	0

Table 91 Pupils' expectations of how they will feel on starting work

Groups	Expected Feelings									
	Positive		Negative		Mixture + and -		Don't Know		No Answer	
	No.	%	No.	%	No.	%	No.	%	No.	%
Females	3	50.0	2	33.33	1	16.67	0	0	0	0
Males	20	60.61	6	18.18	3	9.09	3	9.09	1	3.03

Table 92 Pupils' expectations of how work will be, compared to school

Groups	Work in Relation to School							
	Better		Same		Worse		No Answer	
	No.	%	No.	%	No.	%	No.	%
Females	6	100.0	0	0	0	0	0	0
Males	19	57.58	9	27.27	4	12.12	1	3.03

Table 93 Numbers of pupils with positive, negative (etc) feelings about school - an overview

Groups	Overall Feelings About School							
	Positive		Negative		Balance		No Answer	
	No.	%	No.	%	No.	%	No.	%
Females	3	50.0	2	33.33	1	16.67	0	0
Males	18	54.55	13	39.39	1	3.03	1	3.03

Table 94 Numbers of pupils indicating positive descriptions of school

Positive Statements	Groups			
	Females		Males	
	No.	%	No.	%
Friendly	2	33.33	9	27.27
Up-To-Date	1	16.67	9	27.27
Good Reputation	1	16.67	10	30.3
Accepts Different Points of View	1	16.67	3	9.09
Good Clubs, Teams	4	66.67	12	36.36
Helps Everyone	2	33.33	6	18.18
Good Standard of Education	4	66.67	15	45.45
Easy-Going	0	0	4	12.12
Efficient	0	0	8	24.24
Other	0	0	1	3.03

Table 95 Numbers of pupils indicating negative descriptions of school

Negative Statements	Groups			
	Females		Males	
	No.	%	No.	%
Too Strict	3	50.0	8	24.24
Not Enough Training	3	50.0	10	30.30
Too Many Rules	3	50.0	9	27.27
Set in Ideas	0	0	4	12.12
Bad Reputation	0	0	1	3.03
Interested in Brainy Ones	2	33.33	7	21.21
Not Enough Discipline	0	0	0	0
Expect Too Much	1	16.67	5	15.15
Other	0	0	1	3.03

Table 96 Information sources through which pupils heard of their chosen job

Groups	Information Sources																	
	Family		Friends		Careers Talk		Visit		Seeing Others Do It		Relatives		Teachers		Holiday Job		Other		No Answer	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Females	1	16.67	2	33.33	0	0	1	16.67	3	50.0	0	0	0	0	0	0	2	33.33	0	0
Males	16	48.48	8	24.24	2	6.06	2	6.06	11	33.33	1	3.03	0	0	2	6.06	3	9.09	1	3.03

Table 97 Numbers of pupils who felt they had/did not have adequate information about the apprenticeship

Groups	Adequate Information								Total
	Yes		No		Not Sure		No Answer		
	No.	%	No.	%	No.	%	No.	%	
Females	2	33.33	4	66.67	0	0	0	0	6
Males	8	24.24	14	42.42	11	33.33	0	0	33

Table 98 Sources of most help for pupils in deciding to take an apprenticeship

Groups	Who Helped The Most?																	
	Parents		Friends		Teachers		Relatives		Myself		Careers Counsellors		Others		No Answer			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%		
Females	0	0	1	16.67	0	0	0	0	4	66.67	1	16.67	0	0	0	0		
Males	11	33.33	1	3.03	0	0	2	6.06	19	57.58	0	0	0	0	0	0		

Table 99 School subjects which pupils considered might be useful in their jobs

Useful Subjects	Males		Useful Subjects	Females	
	No.	%		No.	%
Maths	17	51.52	English	5	83.33
Science	9	27.27	Maths	2	33.33
Woodwork	9	27.27	Woodwork	1	16.67
Engineering	8	24.24	Home Economics	1	16.67
Technical Drawing	9	27.27	History	1	16.67
Metalwork	4	12.12	Economics	1	16.67
English	4	12.12	No Answer	0	0
None	1	3.03			
No Answer	2	6.06			

Table 100 Pupils' awareness of training requirements and qualifications

Groups	Awareness of Requirements							
	Know		Don't Know		Not Specific		No Anser	
	No.	%	No.	%	No.	%	No.	%
Females	3	50.0	2	33.33	1	16.67	0	0
Males	25	75.76	7	21.21	1	3.03	0	0

Table 101 Pupils' estimates of weekly take-home pay in first year

Groups	Estimates of Pay									
	Know Approx.		Quess High (Over $5)		Quess Low (Under $5)		Don't Know		No Answer	
	No.	%	No.	%	No.	%	No.	%	No.	%
Females	3	50.0	2	33.33	1	16.67	0	0	0	0
Males	21	63.64	3	9.09	3	9.09	6	18.18	0	0

Table 102 Pupils' plans if job unavailable

Groups	Plans If No Job							
	Return to School		Another Job		Other		No Answer	
	No.	%	No.	%	No.	%	No.	%
Females	2	33.33	4	66.67	0	0	0	0
Males	4	12.12	27	81.82	1	3.03	1	3.03

Table 103 Similarity of pupils' second choice of job to first choice

Groups	Similarity to First Choice									
	Similar		Not Related		Don't Know		Another Apprentice-ship (Un-specified)		No Answer	
	No.	%	No.	%	No.	%	No.	%	No.	%
Females	0	0	4	66.67	2	33.33	0	0	0	0
Males	10	30.3	14	42.42	4	12.12	1	3.03	4	12.12

Table 104 Pupils' expected occupation in five years' time

Groups	Expected Job									
	Same		Different		Don't Know		None		No Answer	
	No.	%	No.	%	No.	%	No.	%	No.	%
Females	5	83.33	0	0	1	16.67	0	0	0	0
Males	24	72.73	3	9.09	4	12.12	0	0	2	6.06

APPRENTICESHIPS

This questionnaire is part of a study to find out why young people enter into apprenticeships, things they like and dislike about their apprenticeships, and how the apprenticeship system might perhaps be improved.

All information in this questionnaire will remain CONFIDENTIAL. NO-ONE will see your questionnaire except the person carrying out the study. You do not have to give your name if you don't want to. Your employer, the Technical Institute staff, and your old school will NOT know what you have written.

The information obtained from everyone answering the questionnaire will be combined and no names will be used.

1. SURNAME ..... FIRST NAME .....

---

2. Sex (Please tick one)

.. Male

.. Female

---

3. Age now ..... years ..... months

---

4. Present occupation .....

5(a) What is your father's (or male guardian's) occupation?

.....

(b) What is your mother's (or female guardian's) occupation?

.....

PAST EDUCATION

6. At what age did you leave school? .....

---

7. What form were you in during your last year at school? (Please tick one)

.. 3rd Form
.. 4th Form
.. 5th Form
.. 6th Form
.. 7th Form

---

8. What High Schools did you go to? .....

.....

---

9. What subjects did you take in your last year at school?

.....

.....

---

10. Which of your school subjects are useful in your present job?

.....

.....

---

11. Have you passed any of these exams? (Please tick those which you have passed)

.. School Certificate
.. University Entrance
.. University Bursary
.. Canterbury Maths Association Certificate
.. Other (Which ones?) .....

.....

---

12. How much did you want to leave school when you did? (Please tick one)

.. Very much
.. Quite a lot
.. Didn't mind
.. Not very much
.. Not at all

---

13. What did your parents feel about your leaving school?

.. They wanted me to leave
.. They didn't mind
.. They wanted me to stay at school
.. I don't know

---

14. What did your teachers feel about your leaving school?

.. They thought I should leave
.. They didn't mind
.. They thought I should stay at school
.. I don't know

---

15. Do you now wish you had stayed at school longer?

.. Yes
.. No

---

16. If yes, then why? (If no, then why not?) .....

.....

---

17. Do you now wish you had left school earlier?

.. Yes
.. No

---

18. If yes, then why? (If no, then why not?) .....

.....

.....

---

19. What made you decide to leave school when you did? .....

.....

.....

---

20. Which of the following describes how you feel in general about your last school?

.. Friendly
.. Up to date.
.. Good reputation.
.. Too strict about our behaviour.
.. Not enough practical training provided.
.. Accepts different points of view.
.. Too many rules.
.. Good clubs and sports teams.
.. Helps everyone to do their best.
.. Easy going.
.. Offers a good standard of education.
.. Too set in its ideas.
.. Bad reputation.
.. Only seemed interested in the brainy ones.
.. Efficient.
.. Not enough discipline.
.. Expected too much.
.. Other (what?) .....

---

21. People have different reasons for choosing careers. Which of the following do you consider to be the most important to yourself? (Please put a 1 by the reason you find MOST important and a 2 by your second choice. LEAVE THE OTHERS BLANK)

.. Chance to be admired and respected.
.. Chance to use special abilities.
.. A real interest in the actual work.
.. Chance to earn money.
.. Chance to be helpful to others.
.. Chance to meet interesting people.
.. Plenty of time for sport and leisure.
.. Chance to make a real contribution to the community.
.. Secure and stable employment.
.. Chance for promotion.
.. Other (what?) .....

12(a) How many full-time jobs have you had between leaving school and starting your apprenticeship? .....

(b) How many part-time jobs have you had between leaving school and starting your apprenticeship? .....

---

23. How long have you been in your apprenticeship? .....

---

24. When did you decide to take an apprenticeship? (Please tick one)

.. Over a year before leaving school
.. 7-12 months before leaving school
.. 1-6 months before leaving school
.. At the time of leaving school
.. After leaving school

---

25. Why did you start this apprenticeship? .....

.....

.....

---

26. Who helped you the most in deciding to take this apprenticeship? (Please tick one).

.. Parents
.. Friends
.. Teachers
.. Relatives
.. Careers or Guidance Counsellor
.. Myself
.. Other (Please state who) .....
.....

---

27. When you decided to enter this apprenticeship, did you feel that you had enough information about it?

.. Yes
.. No

---

28. Before you started work, how did you find out more about your apprenticeship? (Please tick those which apply.)

.. Through my parents.
.. Through friends.
.. Through relatives.
.. Through teachers.
.. Through a holiday job.
.. Through a career or guidance counsellor.
.. Other (what?) .....
.....

---

29. How did you get into your apprenticeship? (Please tick one.)

.. My parents helped me.
.. My teachers helped me.
.. My friends helped me.
.. A careers or guidance counsellor helped me.
.. I answered an advertisement.
.. I called at the firm.
.. I made my own enquiries.
.. A relative helped me.
.. Other. (What?) .....
.....

---

30. When you first started your apprenticeship, how did you feel about it? (e.g. excited, unhappy, etc.) .....

.....

---

31. When you first started your apprenticeship, were you shown around the firm? (Please tick one)

.. All of it
.. Much of it
.. Little of it
.. None of it

---

32. Were you introduced to your work-mates?

.. Yes
.. No

---

33. Were the company rules and regulations explained to you when you first started?

.. Yes
.. No

---

34. Were you told who you could go to for information or help?

.. Yes
.. No

---

35. When you began work, was there anything you weren't shown or told about that you think should have been explained right at the start? (If so, then what?) .....

.....

.....

---

36. Do you feel that anyone in the firm encourages you to learn?

.. Yes

.. No

---

37. Is being at work better or worse than being at school?

.. Better

.. Worse

---

38. In what way is it better or worse? .....

.....

---

39. Have your feelings about the apprenticeship changed since you began?

.. Yes

.. No

---

40. If yes, then in what way have your feelings changed?

.....

.....

.....

---

41. What do you like best about your apprenticeship? .....

.....

.....

.....

---

42. What do you dislike about your apprenticeship? .....

.....

.....

.....

---

43. If you had another chance, would you choose this job again?

.. Yes

.. No

.. I don't know

---

44. If yes, then why? (OR: if no, then why not?) .....

.....

.....

.....

---

45. What job do you think you will be doing in five years time?

.....

---

46. Do you think the apprenticeship system could be improved in any way?

.. Yes

.. No

---

47. If yes, then in what way? .....

.....

.....

.....

---

48. What courses are you taking at the Technical Institute?

.....

.....

.....

---

49. Which subjects do you find useful? .....

.....

.....

---

50. Are there any subjects which you find less useful than others

.. Yes

.. No

---

51. If yes, then which subjects are less useful? .....

.....

.....

---

52. Do you like your Technical Institute courses?

.. Yes

.. No

---

53. What do you like best about your Technical Institute courses?

.....

.....

.....

.....

---

54. Do you think your Technical Institute courses could be improved in any way?

.. Yes

.. No

---

55. If yes, then in what way could they be improved? .....

.....

.....

.....

.....

---

56. Are there any further comments you would like to make about your apprenticeship?.....

.....

.....

.....

.....

.....

---

57. YOUR JOB.

Below is a list of words which might describe your job.
Please put a Y (for yes) beside the words that describe your job.
Put an N (for no) beside the words that do not describe your job.
Put a ? if you cannot decide about a word.

HERE IS AN EXAMPLE:

__Y__ Good

__Y__ Useful

__?__ Hot

Please go ahead.

___ Fascinating
___ Routine
___ Satisfying
___ Boring
___ Good
___ Creative
___ Respected by others.
___ Hot
___ Pleasant
___ Useful
___ Tiresome
___ Healthy
___ Challenging
___ On your feet
___ Frustrating
___ Simple
___ Endless
___ Give sense of accomplishment

58. Below, are lists of words which might describe your pay and your chances for promotion.

As before, please put beside each word or sentence a Y (for Yes)
an N (for No)
or a ? (if you can't decide.)

Please go ahead.

(a) YOUR PAY.

___ Income adequate for normal expenses.
___ Company shares the profits with employees.
___ Can barely live on income.
___ Bad.
___ Income provides luxuries.
___ Insecure.
___ Less than I deserve.
___ Highly paid.
___ Underpaid.

(b) CHANCES FOR PROMOTION.

___ Good opportunity for advancement.
___ Opportunity somewhat limited.
___ Promotion on ability.
___ Dead-end job.
___ Good chance for promotion.
___ Unfair promotion policy.
___ Promotions don't happen very often.
___ Regular promotions.
___ Fairly good chance for promotion.

59. Below, are lists of words that might describe your immediate supervisor and the people you work with.

As before, please put beside each word or sentence a Y (for Yes)
an N (for No)
or a ? (if you can't decide)

Please go ahead.

(a) YOUR IMMEDIATE SUPERVISOR. (e.g. foreman, charge hand, overseer).

___Asks my advice.
___Hard to please.
___Impolite.
___Praises good work.
___Tactful.
___Influences others.
___Up-to-date.
___Doesn't supervise enough.
___Quick tempered.
___Tells me where I stand.
___Annoying.
___Stubborn.
___Knows job well.
___Bad.
___Intelligent.
___Leaves me on my own.
___Lazy.
___Around when needed.

(b) THE PEOPLE YOU WORK WITH.

___Interesting.
___Boring.
___Slow.
___Ambitious.
___Stupid.
___Responsible.
___Fast.
___Intelligent.
___Easy to make enemies.
___Talk too much.
___Smart.
___Lazy.
___Unpleasant.
___No privacy.
___Active.
___Narrow interests.
___Loyal.
___Hard to meet.

THIS IS THE END OF THE QUESTIONNAIRE.
THERE ARE NO MORE QUESTIONS.
THANK YOU FOR YOUR COOPERATION.

SCHOOL QUESTIONNAIRE

1. SURNAME ..... FIRST NAME .....

2. Sex (Please tick one)
   .. Male
   .. Female

---

3. Age now ..... YEARS ..... MONTHS

---

4. (a) What is your father's (or male guardian's) occupation?

   .....

   (b) What is your mother's (or female guardian's) occupation?

   .....

---

5. (a) What is the name of your school? .....

---

5. (b) What form are you in? .....

---

6. What subjects are you taking this year? .....
   .....
   .....
   .....

---

7. Do you think you will sit School Certificate before you leave School? (Please tick one)
   .. Yes
   .. No
   .. Don't know

---

8. Will you try to get U.E. before you leave school?
   .. Yes
   .. No
   .. Don't know

---

9. Do you hope to pass any of these exams at High School?
   .. Canterbury Maths Association Certificate
   .. University Bursary
   .. Other (which ones?) .....
   .. I don't know

---

10. At what age do you expect to leave High School? .....

11. What further education or training would you like to get after you have left High School? (Please tick the ones which apply)

.. Apprenticeship (What kind? e.g. mechanic, machinist, hairdresser, etc.) .....

.. Cadetship (Army, Navy, Airforce)

.. Draughting Cadetship

.. Police Cadetship

.. Commercial Training

.. Profession Training (e.g. for accountant, solicitor, etc.)

.. Technical Institute

.. Agricultural College

.. Teachers' Training College

.. University Education

.. Don't know

.. Other (please fill in if your choice was not on the list)

.....

12. What degrees, diplomas, or certificates do you hope to get after you leave school?

.....

13. What hobbies do you have?

.....

.....

.....

14. Do you belong to any groups, clubs, or teams at school? (If so, then which ones? .....

.....

15. Do you belong to any groups, clubs, or teams outside school? (If so, then which ones? .....

.....

16. Have you had a holiday job and/or an after-school job since starting High School?

.. Yes

.. No

17. If yes, then what jobs have you had? .....

.....

18. How much are you looking forward to leaving school? (Please tick one)

.. Very much
.. Quite a lot
.. Haven't thought much about it
.. Not very much
.. Not at all

19. If you decide to leave school before the end of the seventh form, how will your parents feel about it?

.. They will want me to leave
.. They won't mind
.. They will want me to stay at school
.. I don't know

20. If you leave school before the end of the seventh form, how will your teachers feel about it?

.. They will want me to leave
.. They won't mind
.. They will want me to stay at school
.. I don't know

21. People have different reasons for choosing careers. Which of the following do you consider to be the most important to yourself?

(Please put a 1 by the reason you find MOST important and a 2 by your second choice. LEAVE THE OTHERS BLANK)

.. Chance to be admired and respected.
.. Chance to use special abilities.
.. A real interest in the actual work.
.. Chance to earn money.
.. Chance to be helpful to others.
.. Chance to meet interesting people.
.. Plenty of time for sport and leisure.
.. Chance to make a real contribution to the community.
.. Secure and stable employment.
.. Chance for promotion
.. Other. (What?)

.....

.....

22. How much are you looking forward to starting work? (Please tick one)

.. Very much
.. Quite a lot
.. Haven't thought much about it
.. Not very much
.. Not at all

23. Describe how you think you feel when you start work.

.....

.....

24. Do you think being at work will be better than, the same as, or worse than being at school?

.. Better
.. Same
.. Worse

25. Why do you think this? .....

.....

.....

26. Which of the following describes how you feel about your school? (Tick those which apply)

.. Friendly
.. Up to date
.. Good reputation
.. Too strict about our behaviour.
.. Not enough practical training provided.
.. Accepts different points of view.
.. Too many rules.
.. Good clubs and sports teams.
.. Helps everyone to do their best.
.. Easy going
.. Offers a good standard of education.
.. Too set in its ideas
.. Bad reputation.
.. Only seem interested in the brainy ones.
.. Efficient
.. Not enough discipline.
.. Expect too much
.. Other (what?) .....
.....

THIS IS THE END OF THE FIRST SECTION.

PLEASE CHECK THAT YOU HAVE ANSWERED ALL THE QUESTIONS.

THIS SECTION IS ONLY FOR THOSE WHO HAVE DECIDED WHAT KIND OF JOB THEY HOPE TO GET AFTER LEAVING SCHOOL.

If you have not decided what kind of job you hope to get, then please DO NOT answer any more questions.

---

27. What particular job do you hope to get after you leave school?

.....

---

28. Why have you chosen this job? .....

.....

.....

---

29. How did you come to hear about this job? (Please tick the ones that apply)

.. Through my family.
.. Through friends.
.. Through a careers talk.
.. Through a visit.
.. Through seeing others doing the job.
.. Through relatives.
.. Through teachers.
.. Through a holiday job.
.. Other (What?) .....
.....

---

30. What things would you like to know about this job before you start work?

.....

.....

.....

---

31. Do you feel that you have enough information about this job?

.. Yes
.. No
.. I'm not sure

---

32. Who helped you MOST in deciding to take this job? (Please tick one)

.. Parents
.. Friends
.. Teachers
.. Relatives
.. Myself
.. Careers Counsellor
.. Others (Who?) .....
.....

---

33. Which of your school subjects do you think will be especially useful in this job? .....

---

34. What things do you think you may like best about your new job?

.....

.....

35. What things do you think you might not like about your new job?

.....

.....

.....

36. What training or qualifications will you need for this job?

.....

.....

37. How much take-home pay do you expect to earn each week during your first year at work? .....

38. If you are unable to get this job, what will you do? (Please tick one)

.. Return to School

.. Try to get another job

.. Other (What?) .....

39. What would your second choice of job be if you could not get the job you want? .....

40. What job do you think you will be doing in five years time?

.....

THIS IS THE END OF THE QUESTIONNAIRE.

PLEASE CHECK THAT YOU HAVE ANSWERED ALL THE QUESTIONS.

THANK YOU FOR YOUR CO-OPERATION.